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AUTHOR Borsari, Leonard R.; Mavis, Elizabeth
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ABSTRACT

This paper reports a project where school guidance staff themselves develop and use instrumentation in order to measure derived behavioral objectives. The task analysis is to provide objective data on the actual use of counselor's time; allow comparison between counselors; provide objective data upon which can be based improvement and change needs; act as an instrument for the professional and personal growth of the counselors; and demonstrate the latter's commitment to self-evaluation. The project was designed and implemented by the counselors themselves, and this report provides sufficient detail and clarification to be of use to others interested in similar projects. (NG)

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TASK ANALYSIS STUDY OF THE SUFFIELD GUIDANCE DEPARTMENTS FOR FORTY CONSECUTIVE WORKING DAYS BEGINNING DECEMBER, 1972

Designed and Conducted by

Suffield Guidance Department

Prepared for

The Board of Education

Suffield Public Schools

Suffield, Connecticut

Presented by

Mr. Leonard R. Borsari
Acting Director of Guidance

Mrs. Elizabeth Mavis
Chairman of High School Guidance Department

May 15, 1973

CG 010 392

FOREWORD

School systems today are beginning to recognize the need to provide themselves with performance data as a basis for planning and as a measure of accountability to the taxpayer. The many mythologies of education may tend to disappear as hard data replace them. Guidance has been an area of great mythology, i. e. the salvation for all pupil ills, the miracle-worker counselor, the super college placement officer, the service that "straightens out" all students whatever the problems. It is highly commendable that the Suffield Board of Education and the guidance staff share the understanding that to get behind general statements about the guidance program and to come to terms with its operation is a necessary first step in improving the quality of a program.

Evaluation is recognized as a primary need in school communities in the 1970's. It is a very promising approach to better education. When well thought through it encourages processes which provide a sound basis for rational changes. The project report on the Suffield guidance program has benefited by having had careful planning and extensive involvement of staff in the search for the facts. A variety of approaches were identified. The limits of the staff in terms of time were determined. The kinds of data that would prove useful were explored, and a plan for expanding the project to provide for increasing accountability was formulated.

As developed for this report the project has focused on tasks and counselor behaviors. This quantitative analysis provides a view of the guidance program which will make an interpretation of the program scope possible. This is a first step in what has

potential for a larger on-going evaluation activity which might address itself to the more difficult assessment problem of qualitative analysis.

Having had the opportunity of working with the staff on a consultative basis from the inception of the project through the report writing phase, I am most pleased with the dedication of the guidance staff in developing a meaningful report. I join them in the hope that the data presented will provide information leading to better planning for the guidance service, and direction in developing improved services to the students in Suffield Public Schools.

C. H. Steinberger

C. H. Steinberger

Consultant for Guidance Service

Connecticut State Department of Education

May, 1973

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Chapter I

HISTORY

History/Introduction. Early in the 1971-1972 academic year, the Suffield Board of Education requested specific information regarding the duties and activities of the guidance staff. The Board requested a report on these areas and charged Mr. Richard T. Lincoln, Director of Guidance and Pupil Personnel Services, to devise a means of evaluating and describing the guidance program.

Throughout the remaining months of that school year, Mr. Lincoln and his staff explored various methods of evaluating their services. Their search soon led them to the conclusions that few comprehensive evaluative models for guidance services existed anywhere in the country and that there were no models available in the State of Connecticut that would provide the type of data and program development potential felt to be essential.

In May, 1972, a Pennsylvania Department of Education publication entitled Guidelines for Self-Study of a School District Guidance Program was found to contain the type of evaluative model sought by the guidance department. The complete model is provided with this report. The reader is asked to refer to pages 3-11 for a comprehensive explanation of the model's objectives, methods, design, and instrumentation. It should suffice to re-state here the words in the foreword:

> The primary objectives of guidance programs relate to student behavior and development. Therefore, the only true measure of the value of the guidance program must be in terms of what happens to students. (Wellman and Twiford, 1962)

In June, 1972, a slide and tape recorded presentation was made to the Board in order to illuminate the current Suffield Guidance Program development. Shortly after this presentation

plans were made to begin the Pennsylvania Self-Study. Mr. Leonard Borsari, Acting Director of Guidance for the 1972-1973 academic year while Mr. Lincoln was taking sabbatical leave, was charged with beginning the evaluative process with the guidance staff.

In September and October, the entire guidance staff carefully reviewed and discussed the responsibility each member was to have in the use of the model. After holding several evening discussion sessions, it was the consensus of the group that:

A) Professional time and money could be justified only if the evaluative process led to an improved guidance program.

B) The administrative staff had not been adequately prepared to support the full self-study model during the present academic year.

C) The necessary time and money commitments were not justified without obtaining full endorsement for the educational community.

D) The pressures of counseling duties were too great to permit adequate treatment of the entire model in one year.

On November 7, Teacher Convention Day, Mr. Clay Steinberger, the State Consultant for Guidance Services, was invited to join the discussions concerning appropriate evaluative activities. Mr. Steinberger was immediately interested in the model and recommended that:

A) a sub-section of the entire model be selected in order to answer the most direct questions

the Board was asking about the duties and activities of the guidance program;

B) full and open communication be maintained with the Board and the Superintendent of Schools in terms of the aims and objectives of the study;

C) financial and consultative assistance be sought at the state level.

The staff felt that Phase A. I, Component 2 (UNDERSTANDING THE SCHOOL); Section g: Counselor Time Use (pages 65-79 in Self-Study) was an appropriate sub-section for the year's work. This selection was made for several reasons. First, it was felt that the Board was most interested in obtaining a clear, objective evaluation of what counselors actually do on the job with students, faculty, and other members of the community. Second, it was felt that before any meaningful discussions and/or evaluations of guidance services could occur, what counselors actually did had to be ascertained. The task analysis activity was appropriate for these two reasons.

A meeting was held with Dr. Malcom D. Evans, Superintendent of the Suffield Public Schools, and the guidance staff on the afternoon of November 20. At this meeting, the purpose and objectives of both the Self-Study and the task analysis were discussed. All parties present at that meeting agreed that the selected area of study was both appropriate and realistic for the 1972-1973 School Year. The Superintendent requested that he be kept informed about the instrumentation and procedures to be used

and that a report to the Board of Education be prepared for the middle of May, 1973.

The problem of financing a full study is a major one within the current financial climate. Mr. Steinberger informed the staff of several possible ways by which they could obtain financial and consultative assistance. On January 1, 1973, a Type II (mini projects for improvement of guidance services) Title III Project Application was submitted with a request for $3,500.00 to complete the Self-Study Project in 1973-1974 (Appendix A). Plans were also made to have the state consultants help the guidance staff develop and use instrumentation in order to measure derived behavioral objectives.

Objectives of Study. There are seven major objectives designed to be met by the task analysis of guidance counselors. They are to:

A) Provide objective data on the use of each counselor's time while performing school-related activities.

B) Provide objective data which will permit statistical analysis of counseling tasks over an eight week period (40 working days) in respect to the type and frequency of all tasks performed under the following general categories:

I Seeing students individually
II Seeing students in groups
III Testing
IV Conferences with parents
V Working with staff
VI Working with records
VII Other

C) Provide compatable data that will permit inter- and intra-guidance program comparisons. (For example, an examination of the different emphasis on staff conferences between elementary and high school programs; the difference in student counseling activities with ninth graders as opposed to twelfth graders.)

D) Provide a base of objective data upon which the Self-Survey and program improvements can be further developed.

E) Provide a tool of personal, professional growth for each counselor.

F) Demonstrate the guidance staff's commitment to self-improvement and evaluation.

G) Promote meaningful, innovative in-school research.

Design and Instrumentation. Each of the six counselors in the Suffield Guidance Department was responsible for participating in the development of appropriate research instruments and then for recording every task during forty consecutive working days.*

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* The selection of this design element was made after considerable discussion and exploration. At the onset of this project the guidance staff had the options of collecting data on random days throughout the school year, recording data on designated days for several months, or recording data for a certain number of consecutive working days. The third option was selected for several reasons: first, it provided a condition in which the counselor's proficiency and accuracy at recording tasks would be maximized; second, it insured that every counselor would be able to meet the criteria of forty consecutive days. Random or designated days placed too much stress on all counselors being at

work on given days; third, the Hawthorne effect was minimized; fourth, this consecutive day design provided the greatest amount of workable data within a time period that would allow for data analysis and the presentation of a written report to the Board in the middle of May.

Regularly scheduled meetings were held to compare results and to further refine the instrument.

It was most important to develop a task analysis code that would permit uniform and organized reference to the wide variety of tasks performed each day throughout the guidance department. The Pennsylvania Self-Study (pages 67-71) offered a good initial list for the development of this code. Over a period of several weeks this listing was modified to meet the indigenous needs of our particular work situation in Suffield. The Guidance Task Analysis Code Sheet--Form No. 3--was finally devised and used for the study (Appendix B).

Instrumentation was also necessary to record the tasks as they occurred throughout the day. The Pennsylvania Self-Study did not have this type of specialized form. The Guidance Task Analysis Sheet--Form No. 4--was developed and used by the department (Appendix C). Each counselor always had these sheets with him. Within a week or so it became part of the day's activities to record each task as it was completed. Task analysis sheets became the backbone of the study. They provided not only raw data about frequency and time use for specific tasks, but also provided explanatory comments about those tasks, as well as information about phone use, length of the working day, and frequency of meetings with different staff members.

When the eight weeks of tasks were recorded, each counselor

transferred information to eight Data Summary Sheets--Form No. 2--and final Data Sheets (Appendix D). This transposition provided the first graphic representation of a week's work in term of time spent on given tasks. A total time as well as a breakdown of time spent with people or on the phone was also graphically shown.

When the eight Data Summary Sheets were completed by each counselor it was important once again to convert the graphic data back to a form which would yield necessary information for selected graphs. Three instruments were used to summarize all of the data and to facilitate the development of individual, school, and department task analysis graphs (Appendix E). The first instrument recorded the time spent on the phone and/or with people on each specific task. For instance, on one sheet it was now possible to see what a particular counselor did in the IA category (seeing student for school-related problems) over the eight week period. From these data, calculations of total time spent in each of the seven major categories were made. Pie graphs were selected to illustrate the percentage of total time spent on each of the seven categories. Breakdowns were also made of major categories of more than 15%. Pie graphs were then used to illustrate task distributions for the entire department, for different guidance programs within the system (e.g. Elementary, Middle School, High School), and individual counselors.

The second instrument was a compilation of total time spent on each task throughout the eight week study. This raw data sheet permitted easy visual comparison of counselor(s) performance on any given task. It also provided an accurate and convenient means

of deriving appropriate graphs for studying both time spent with people and/or on the phone.

The third instrument was a compilation of appointments and phone calls with different members of the staff and community. This data was listed in terms of the frequency of certain types of contacts as opposed to quantity of time. This instrument was most helpful in drawing conclusions about the frequency of demands made by different members of the population served.

Limitations. A research project is much like a sports car in the hands of its owner. If its limitations are fully understood, then safe attempts will be made to extract every possible pleasure and performance from it. If limitations are not understood and respected, unfair and unreasonable demands are made on the instruments and the driver loses not only the potential of his* machine but endangers the safety of others. The task analysis has five limitations:

A) The data represents only what counselors do, not the quality nor the appropriateness of the task. This limitation is so inherent in the model that it might well go without statement here. We feel it important, however, continually to remind ourselves as well as the reader that the populations being served, as well as measured changes in behavior, must be fully understood and analyzed before we can say with

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* The common pronoun "he" refers to persons of either sex except when "she" is definitely applicable.

any degree of certainty how well and how appropriate our guidance services are.

B) The variety of tasks a counselor performs during any given day or week is tremendous. The task analysis sheet (Appendix F) developed to codify all possible guidance tasks did its job well but some activities "fell through the grid." Throughout the report an effort has been made to clarify uncoded tasks whenever they occur.

C) The task analysis yielded such a wealth of information that we were forced by both time and practicality to limit our analysis of the data to a few areas. We have taken great pains, however, to organize and preserve raw data in such a way as to be able to retrieve and rework it if additional analysis is required in the future.

D) Because special funding and clerical assistance were not available for this part of the task analysis, the guidance staff had to do all of the work involved over and above their normal counseling responsibilities. All too often, compilation of data and determination of task codes were done individually, without the advantage of group consensus. This situation led in some cases to a less consistent and accurate record of tasks than would have been the case under different circumstances.

E) The task analysis was limited to forty consecutive working days. Because of this element in the study's design, several of the "seasonal" activities of guidance work are not clearly depicted (e.g. registration and the greatest amount of college counseling in the fall, course selection, and orientation exercises in the spring).

Chapter II

DATA ANALYSIS

Data Analysis - An Introduction. The following comments on the collected data are more descriptive than analytical in nature. Statements are made to clarify what counselors do at each level (i.e. elementary, middle, high school) and do not try to establish the appropriateness and/or value of these activities.

While it is not a purpose of this study to draw conclusions about the guidance objectives and goals, it is appropriate to draw summary statements from the data. These statements must be tested against the data provided by the remaining parts of the study before firm conclusions can be established. In this context, conclusions from data discussed will be stated. The reader is also reminded that this study of tasks involves forty consecutive working days between December, 1972 and April, 1973. This fact has serious implications about the type of conclusions that can be generated from the data. One must recognize that the task analysis is not a clear reflection of a year of guidance tasks and services. Certain seasonal tasks are not represented in the present study. Those omitted include the greatest amount of college counseling which occurs in the early fall and the selection of courses.

To provide continuity and order to the following discussion, each of the seven categories of tasks will be examined. Significant departmental similarities and differences will be highlighted and conclusions will be drawn. Neither time nor space permit discussion of all the data. A sincere effort has been made, therefore, to provide the reader with all of the raw and descriptive data that would be necessary for a more complete analysis of the data.

Category I: Seeing Students Individually. This first category comes to mind when most people think about counseling and guidance. Many laymen think that social-emotional problems consume most of a counselor's time. The raw data summary sheet (Appendix G) reveals that during this study, students saw their counselors for twelve to fifteen different reasons. The specific reason for personal visits with a counselor varies in a predictable way as the age of the counselee matures.

It is expected that the elementary school counselor will spend less time with students than with staff, and that as the student grows toward young adulthood he will be increasingly more independent to seek and receive assistance from adults other than his parents. These adults may include his counselor. Task analysis data demonstrates that an increased amount of time was spent with individual students as the age of students increased. 6% of the elementary program, 20.4% of the middle school program, and 26.5% of the high school program was devoted to individual students during this study.

The type of problem that served as the focus of counseling also varies with the age and developmental need of the child. With these needs in mind, it is expected that more counseling related to adjustment to a new environment (i.e. the school) would occur in the elementary grades; emotional-social problems would predominate in the pre-adolescent years, and that college and career selection would be of primary concern in the high school years. The data appears to support this trend, in a general way at least. While working individually with children, the elementary counselor spent most of her time on school related problems (54%). The

middle school counselors on school related problems (18%) and personal-emotional problems (22%). The high school counselors spent the most time on school related problems but also a significantly greater amount on college selection, schedule adjustment, and career selection than the elementary and middle counselors. It is important to note that the high school guidance counselor, while often seen as discussing only college placement and career selection, in fact performs the full range of individual counseling services. Included in terms of time spent with individual students are 24% for school related problems, 15% for college counseling, 19% for schedule adjustment, and 4% for career selection. If this study were designed for early fall, however, it is suspected that the percentage of individual counseling time centered on schedule changes and college selection would be significantly higher.

Review of the data also illuminates the relationship between counselors with administrative responsibilities and their counseling patterns. The three counselors with the most direct administrative responsibilities work with students the least amount of time and spent the greatest amount of time working with staff. It appears safe to say then, that administrative and/or major coordinating and organizing activities, decrease the counselor's time with individual students and increases his time consulting with staff members.

Student Demand for Individual Counseling. The time spent with individual students is upon the request of students at least the majority of the time. That is, at least six out of every ten

counselor appointments with students are a response to student request for counseling. In all schools, guidance offices and appointment-making procedures are convenient enough so that it is felt that this student demand represents a good indication of student needs for services. More than 50% of all student contacts with counselors throughout the system are not made by appointment. This might indicate both the availability of guidance personnel and the demands made for immediate service. The reader is directed to the data on appointments (Appendix G).

Summary Statements.

1. Counselors spend a larger proportion of their work day with individual students as the student grows older.
2. Students make more demands for counseling services as the students mature.
3. Counselors see students individually for twelve to fifteen major reasons. School related problems, personal-emotional, schedule adjustment, college selection and career selection are the five most frequent reasons.
4. Seasonal activities such as scheduling and college counseling are not fully and accurately reflected in the recorded data.
5. When compared with their colleagues, counselors who spent the least amount of time with students in individual counseling are the ones with the most administrative and/or organizational and organizing responsibilities. These counselors

spent the greatest amount of their time with staff members.

6. The major portion of individual counseling is initiated by the student and in most of these cases the student is serviced immediately.

Category II - Seeing Students in Groups. Review of the eight weeks'data shows that 11% of guidance time at the elementary level is utilized with students in groups while 6.6% is used at the middle school and 3% at the high school. Category II is divided into three major areas: small groups, class group size, and larger than class size.

The greatest amount of the guidance counselor's time with groups at the elementary level is spent with Duso and Ojemann materials in the classroom. 77% of all the counselor's time with group work is spent in this type of human development activity with youngsters. About 12% of her time with groups is spent with a small student-advisory group. The counselor and the principal share the leadership role with this group. The 11% of total guidance time at the elementary school exposed the counselor to three hundred children and eleven teachers. It took approximately five hours out of each recorded working week. Virtually no time is spent with groups larger than class size. It is felt that guidance counselors at the elementary level can justify time spent in the classroom on human development programs if there is also an emphasized teacher training component to the in-class program. Given time and training, teachers should be able to bring the Duso and Ojemann programs to their students with the counselor or another trained member of the staff performing only

maintenance activities. When this point is reached much less than 11% of the counselor's total time might be spent in this activity.

The 6.6% of total time which is spent with groups in the middle school is comprised primarily of work with small groups. These groups are initiated in many cases by students who recognize that a problem exists within a group but who are unable to resolve it without the counselor's help. In some other instances, groups volunteer to gather regularly to discuss something of interest. In still other cases, the counselor initiated a group in order to provide a therapeutic environment--a support system--for a student who is having difficulty in school. One counselor is co-leading a human relations group of seventh graders and is also running a discussion club during one activity period each week. In both these cases, self understanding and relationships with peers and adults are frequent topics.

Two of the four counselors at the high school are also participating in the human relations program. Groups of students also meet with counselors to discuss college selection procedures. At the high school some groups of class size and some groups even larger than that have been addressed in terms of both registration information and college selection and application.

Only 4.2% of the entire department's time is invested in working with groups. The efficiency of information dissemination to groups and the positive effects of counseling in groups is too well known to be able to accept this figure as being an adequate one. The primary reason why so few groups are currently being conducted may be due to school schedule difficulties.

Positive attempts should be made to increase use of group work in both information dissemination and counseling.

Summary Statements.

1. 4.2% of the entire department's time was spent with groups.
2. Time spent with students in class size groups is greatest at the elementary school.
3. Time spent with students in small groups is most frequent at the middle school.
4. Counselors with specific training in the human relations program tend to spend the most time working with groups of smaller than class size.
5. It is strongly suspected that there is a greater need for group work than is presently being met. The needs assessment part of the Self-Study will specify the nature of this need.

Category III - Testing Activities. Counselors invested the least amount of time in testing over the period of the study. This can be explained in several ways: first, the P.S.A.T. and S.A.T. tests for high school students were given on November 4, and December 2, before the recording of guidance tasks began. Second, the Suffield standardized testing program was restricted this year to sample populations in the fourth and fifth grades and the entire sixth grades. In both cases the counselors in charge were responsible for the distribution and collection, but not the administration, of the tests. Teachers were responsible for test administration. Third, the time spent on organizing, ordering, and distributing the test materials was recorded in the "other" category by the Acting Director of Guidance because it was not a usual guidance responsibility for him to perform.

Summary Statement.

1. Every counselor spent the smallest percentage

of his time during the time of the study on testing activities.

2. If the study were to extend over the course of the school year, the high school counselors would probably invest a slightly higher percentage in this category because of the P. S. A. T.'s and S. A. T.'s

Category IV - Telephone and In Person Contacts With Parents Concerning Children. A trend outlined in Category I correlating the increased demand for individual counseling with the age of the counselee finds a reverse trend in this category. It appears from an examination of the percentages of total time spent in this category that less counselor time is spent discussing student problems with parents as the student gets older. The elementary counselor spends 6% of her total time with parents, the middle school counselors 8.1% of their time, and the high school 4.3%. It is suspected that the 6% at the elementary level should be considerably higher. However, because many parent conferences were held with teachers and/or other consultants, they were recorded under a different task code. Of the forty-nine appointments which were held with parents of elementary children, 50% of these were not by appointment, and fifty-one phone consultations were held--two-thirds of which were parent initiated. These facts indicate that much more than 6% of the counselor's total time was involved with parents. The calls were concerned with school related (62%) and personal-emotional (26%) problems. A fact that does not show up on this task analysis is the great amount

of time spent with parents discussing school programs (e.g. non-graded, open classroom, independent progress) and also providing professional assistance on child rearing practices.

The guidance staff at McAllister Middle School invests 8.1% of their total time in Category IV. This percentage is also assumed to be deflated because of the fact that much of the time spent with parents is shared with the teaching and consultative staffs. Team teaching (a teaching model which will be discussed in relation to the next section) has facilitated this type of parent-teacher-child conference. It is interesting to note that 32% of the time spent with parents at the middle school reflects registration related activities. 34% is spent on school-related activities and 10% on personal-emotional problems of students and/or parents. The elementary counselor spends only 9% of her time on this task. It is believed that these differences reflect different methods of processing new students in Suffield. A close examination will be made of these methods in order to assess the one which is most efficient for meeting student needs at each level.

As in the elementary school, parents of sixth and seventh graders initiated most of the phone contacts, but this trend reverses itself in the transitional counselor position with grades eight and nine. In this position, most of the contacts were initiated by the counselor. The data indicates that the bulk of time was spent on school related problems with only 14% on scheduling. The reason for these phone contacts must be examined more closely in the needs assessment part of the Self-Study program.

The high school program spent an average of 4.3% of their time

on Category IV. Their appointments with parents were significantly fewer in number than at the Kindergarten-seventh grade levels. Phone calls with parents were also much fewer in number. The high school guidance counselors, however, were similar to their colleagues at other levels in that they spent large proportions of their time discussing school related and personal-emotional problems with parents. 13% of their time with parents was spent discussing career-college decisions. From other data, we suspect the greatest part of this centered around college information. The reader is asked to review Appendix G for further comparisons in this category.

Summary Statements.

1. As the students grow older, their parents' telephone or personal contact with the guidance counselor decreases until grade eight.
2. School related and emotional problems are the dominant topics of discussion for the parent contacts through the twelve grades.
3. After grade eight, career and college information increases in frequency in discussions with parents.
4. Frequently parent contacts are with counselors and other educational personnel.
5. The organizational pattern of the school in which a counselor works is thought to be a major factor in determining guidance functions.

Category V - Working With Staff. Each week, an average of fifty-seven hours is spent by counselors throughout the system

consulting with staff members concerning classroom and student problems. With the exception of two counselors, this category represents the major portion of time spent over an eight week period. The category represents the single largest investment of time for the entire guidance department (28.6%) and of the elementary (41%) and middle school (24.9%) programs specifically. Obviously, this is a major area of guidance services and is worthy of close scrutiny.

All guidance counselors work with many different specialists within the educational community. Teachers, learning disability personnel, administrators, parents, and students are only a few of the people whom a counselor associates with in his counseling activities. The sixth page of the Data Summary Sheet (Appendix E) listed fifteen different categories of school related personnel. The counselors soon found this list to be inadequate. To it would have to be added such categories as tutor, secretary, 3-R representative, protective services investigator, college representatives, Board of Education members, and other town officials.

Nowhere in the guidance department is this aspect of the counselor's role more evident than at the elementary level. The data clearly shows the tremendous amount of time required to coordinate personnel and services. 28.8% of the elementary counselor's total time in Category V is spent arranging for conferences. This is twice as much time as was spent consulting with staff about a student with school related problems. This category represents 14.5% of the total time spent with staff.

Other activities that take a significant amount of time within this category are consulting with teachers regarding class problems (13.1%) and consulting with staff concerning a student with personal-emotional problems (8.8%)

Almost one-fourth of the elementary counselor's time is spent directly involved with staff members discussing children and their adjustment problems. This is the type of time investment the authors expected to find at this level. In Suffield much emphasis is placed upon individualization of instruction and early diagnostic and remedial work with students evidencing difficulties in school. Whenever this educational atmosphere exists, heavy demands are placed upon the individual designated as an expert in human growth and development as well as in classroom management. Teachers, parents, administrators, and specialists continuously want to "touch base" with this person in an effort to insure the most rational and appropriate program for the students involved. The counselor, in turn, must consult with the other experts (i.e. teachers, administrators, speech therapists, tutors, etc.) to gain the overview necessary to recommend programs for individuals and groups. Perhaps more than any other person in the elementary program, the counselor has to meet with a wide range and number of individuals in order to provide and coordinate adequate services. The physical realities of the elementary job increase the tremendous amount of time required to coordinate services. Working for two principals, servicing three schools, having only one office, and sharing an overburdened secretary with the principal tend to make the coordination efforts less efficient than they might be. It is hoped that later portions of the Self-Study project

will clarify ways in which the time spent in coordinating services could best be reduced without reducing the quality of those services.

At the middle school level, 32.1% of the sixth and seventh grade counselor's time is spent arranging conferences and working with staff. Less than one-half of this time (12.9%) was spent by the transitional eighth-ninth grade counselor with staff. In the case of both counselors, the greatest amount of time within this category was spent on school related problems. It is surprising upon first inspection that so much time is spent with staff within the middle school (24.9%). It is important to understand the educational structure within which these counselors operate in order to better understand this data.

McAllister Middle School is organized around a model of team teaching which provides common planning and conference time within the school days for each of the two teams at each grade level. With this scheduling arrangement, the middle school counselors have been able to set a fixed schedule of meetings several times each week throughout the school year. During the period of this study, these team meetings were used for conferences with parents, conferences with student, phase change discussions, educational referral planning, program development, and behavior modification program design and implementation. Only 29% of total time with staff was spent discussing students with personal-emotional problems. The team schedule greatly facilitated work and communication with both staff and students. The elementary and high school programs required more time to be spent coordinating staff for meetings. Often these meetings had

to be held after the school day. Obviously, the more available the staff is for work with guidance counselors, the more time the counselors can spend on consultations, not the arrangement of same.

The high school guidance department invests approximately twenty-three hours each week discussing student and school related problems with staff. In the case where administrative responsibilities are handled, involvement with staff increases significantly--with a corresponding reduction in time spent with students. The chairman of the high school guidance program spends 36% of her total time with staff while the other two counselors invest 12.6% and 16% of their total time on these activities. Of the chairman's 36%, 32% is spent on school related problems, 18% on arrangement of conferences, and 13.5% discussing students with personal-emotional problems. Many of these consultations with staff included the student and sometimes the student's parent. The other two counselors at the high school level also invest the greatest single portion of their time with staff to school related problems, and a small proportion of their time--9% and 7% for counselors No. 4 and No. 5 respectively--to discussion of personal-emotional problems.

Role of the Counselor As Consultant. The data presented in Category V of this study, along with the available data on appointment and phone call distribution confirm beyond any reasonable doubt, that consultative services are in great demand from the populations serviced by the guidance department. While the exact nature of these demands, their appropriateness and the quality of the counselors' responses are all undefined variables

at this time, the fact that the guidance services reach almost every member of the educational community and are more often than not requested, leads us to the tentative conclusion that some important educational and emotional needs of students are being met by those individuals (i.e. administrators, counselors, and teachers) who have been assigned this responsibility. It is also the authors' feelings that the high degree of involvement by so many individuals in planning programs for students reflect a total, comprehensive approach to work with students. This approach is felt to be the most productive in terms of long range goals and is supported by current theory in counseling and educational management. The coordination of school personnel, students, parents for guidance services is a primary responsibility of counselors. This coordination is felt at this point to be indispensable to the running of a well ordered and humanistic educational program. The remaining stages of the Self-Study will define the accuracy of this perception of guidance services.

Summary Statements:

1. 28.6% of the guidance department's time is spent working with staff.
2. The elementary guidance counselor spends 41% of her time working with staff. 28.8% of this percentage is invested in coordinating personnel and services.
3. The physical realities of the elementary guidance position--working for two principals, three staffs in three buildings, having one small office, and sharing overburdened secretarial help--tend to make coordinating

efforts inefficient.

4. The teaming model at the middle school seems to account for the amount of time spent with staff.
5. A major proportion of time is spent at all levels discussing matters other than of a personal-emotional nature.
6. Counselors spend a large part of their time coordinating services for staff and teachers.

Category VI - Working With Records. Just as the layman is deluded about the limited types of contacts a counselor has with students*, he also is often under the false impression that the time counselors are not with students is spent shuffling papers, copying grades, and writing recommendations. The task analysis data received from this section describes several important aspects of Suffield counselors' work with records, but does not confirm the impression of many outside the profession.

The most outstanding piece of data is the amount of time spent during the average school day for this task analysis study. 30% of total time on records was used at the elementary school for this task analysis (approximately one hour and twenty minutes each week); 36% (approximately three hours and fourteen minutes) at the middle school, and 17% (approximately four hours and twenty-five minutes) at the high school. This of course does not include the out of school time which will be discussed

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*See discussion of Category I

at the end of this chapter. The staff feels comfortable with the expenditure of this time.

It is felt that any worthwhile evaluation program in education requires the expenditure of time and energy for careful planning. It is also felt that the value of this study in terms of the future growth and development of the Suffield guidance program more than justifies the time and effort expended this year.

Another interesting part of the record data is that which refers to time spent on referrals and the time spent on preparing transcripts. It appears that as a counselor works with older students, he spends less time writing and keeping records and more time writing transcripts. Within Category VI the elementary counselor expends 22% of her time on referrals and 6% on transcripts. Her counterparts at the high school level spend less than 1% on referrals and 14% on the combined tasks of tabulating credits and preparing transcripts. In the middle school, the sixth and seventh grade counselor spends 9% of his time on transcripts. In the cases of both the elementary and middle school counselor, the absence of guidance secretaries to do the copying of grades and other clerical tasks related to preparing a transcript results in the percentages being as high as they are. (At the middle school, secretarial assistance will help a great deal next year.)

Summary Statements:

1. Counselors perform a wide range of tasks related to record keeping.
2. Counselors dealing with high school students spend less time with referral writing and

more time on transcript writing than their colleagues at the lower levels.

3. Record keeping does occupy between 10% and 21% of a counselor's day. The secretarial assistance and the job responsibilities of a counselor may explain this wide variation.
4. The task analysis study took a major portion of the Category VI for most counselors. Expenditure of time for task analysis is seen as worthwhile and necessary for future development.

Category VII - Other Activities. It is suspected that almost every job has a few tasks that do not fit well into larger job categories. Guidance work is no different in this respect, and thus Category VII is part of this task analysis. Under the amorphous heading of "other activities" are different types of consultations (e.g. with pupil personnel workers, school psychologists, college representatives), public relations activities, travel, lunch, attending meetings, writing counseling reports, professional reading . ..

Category VII presents a more erratic set of data than any of the other six categories. The elementary counselor spends a total of 23% of her time with "other" related activities, the middle school counselor spends 12.7% of his time, the transitional counselor 34.4% of hers and the three full time high school counselors spend 27%, 42%, and 14.5% of their total time respectively. It is difficult to discuss any meaningful trend emerging from this data.

While predictable trends cannot be explained throughout Category VII, explanations are available for the variability in received data and some important statements can be made from the data about specific tasks in Category VII.

The reader is first referred back to the stated Limitations of this study. Limitation B states that all possible tasks could not be outlined on the Guidance Task Analysis Code Sheet and that certain tasks "fell through the grid". It is the authors' contention that counselors used different criteria to assign tasks to this category. As a result, not all entrees in Category VII are comparable from department to department with the degree of accuracy that exists for the first six categories. With this in mind, a discussion of Codes 7J (attending meetings) and 7P (travel) will follow.

The time counselors spend in meetings is felt by many to be extensive. This impression, just as several others discussed in this chapter, is not entirely accurate. Of all the time spent in meetings that are not directly related to student and their school related problems, (7J tasks), the elementary counselor spends 53% of her time in meetings, the middle school counselors spend an average of 31%, and the high school counselors 60.6%, 27%, and 12%. The meetings occupy an average five hours each week at the elementary level, two hours and forty-five minutes at the middle school level, and an average of twelve hours and fifty minutes at the high school.

The elementary counselor invests time and energy into the following areas under the 7J category: planning and placement

teams (P. P. T.'s) which are assigned to design educational programs for Suffield students who are having adjustment and/or learning problems; a 3-R Steering Committee assigned to help supervise and direct this special program established for the assistance of children who are so socially and emotionally disturbed that they cannot make it in the public school setting; the Health Committee charged by Curriculum Council to develop a Kindergarten-twelfth grade Health Education program; consultative sessions with learning disability personnel; a state department sponsored committee charged with helping other towns set up 3-R units; meetings and conferences related to the explanation of ANISA. All these meetings are directly related to the consultative role and areas of expertise of this counselor.

At the middle school the counselors are involved in meetings that vary greatly. One counselor is involved with the Human Relations Program and therefore attends meetings after school and in the evening to continue his training in the area of group work and to help organize the program. Meetings are also held with the school-related member of the police department, tutors, teacher aides, speech therapists, and learning disability personnel. A total of 20.8% of all time in Category VII is spent in this way by the counselors at the middle school.

The high school counselors are engaged in an equally wide variety of meetings. Two counselors at this level are part of the Human Relations Program, one is a representative on the funnel committee for special education classes in the four

towns, another counselor is a member of the Curriculum Council (which meets one full day each month). Counselors at the high school level are class representatives, members of Curriculum Council Committees, and appointed members of special high school study groups. The high school guidance staff spends 28.6% of their time in Category VII in meetings.

In addition to all the above mentioned meetings, every guidance counselor attends a Kindergarten-twelfth grade guidance meeting which is held every other week and also attends all faculty meetings at the appropriate building levels.

The task code 7P refers to counselor travel. This code refers to an important amount of time for only two counselors--the elementary counselor who works in three buildings and the transitional counselor who services the middle school and the high school. 18% of the elementary counselor's time in Category VII and 6% of the transitional counselor's time in this category was taken up by travel.

Approximately one and a half hours are expended each week by the elementary counselor on travel. In addition to the travel among three schools, she also had to make trips to Newington Crippled Children's Hospital, Squadron Line School, the Gengras Center, the 3-R units and several special home visits when parents had no transportation into school.

Each week the transitional counselor is assigned to the middle school for three days and to the high school for two days. She walks between buildings only when situations force her to break this schedule. She expends approximately one hour each week

in her travel between schools.

School Related Activites Not Represented in This Study. During the eight week period in which the counselors recorded each task performed within the school day, their time was also required for services which did not fall within the scope of the school day. Since these demands occur in some form throughout the school year it was decided that it would be valuable to report those which were actually met during the eight week task analysis period.

One Friday night an upset student came to a counselor's home and received two hours of personal counseling. Former students still in need of services took twelve hours of counselor time during evenings and week-ends. Ten phone calls from students and three from parents were received by counselors at home in the evening.

A counselor was summoned by the Division of Protective Services to appear in court on a youngster's behalf. This took six hours of vacation time. Also during vacation a counselor met with a Curriculum Council Committee for two days. (Fifteen hours and thirty minutes). Four hours of vacation time were spent in coordinating transportation for students who will be participating in a special program at Goodwill Industries.

Each counselor spent an average of fifteen hours compiling data and preparing materials for this department at home during week-ends and during vacation. Mr. Borsari, Acting Director of Guidance, devoted forty hours to the task analysis beyond the school day.

One counselor chaperoned a ski club trip to Vermont one week-end. Three other counselors devoted Saturday mornings to up-dating records, preparing recommendations and transcripts, filing, and professional reading. The total time devoted to these tasks was sixteen hours.

The high school department sponsored an evening orientation program for incoming ninth graders which was attended by two counselors and three other evening activities were attended by counselors. A Sunday afternoon and evening found the high school department chairman attending the New England Regional Meeting of the College Entrance Examination Board.

Two members of the guidance department had an opportunity to participate in T group training which took two week-ends within the task analysis period.

The activities which have been listed are typical of those demanded or expected of counselors by students, parents, administrators, and/or themselves, and the number and frequency of them continue throughout the school year although the actual activity may vary.

Summary Statements.

1. Category VII (other activities) presents a more erratic set of data than any of the other six categories. It is, therefore, difficult to discuss many meaningful trends.
2. Of the total time recorded for Category VII, 53%, 31%, and 33% was spent in meetings by the elementary, middle, and high school

departments respectively.

3. Counselors are involved in a wide range of meetings and activities.
4. Counselors invested many hours of school-related activities that were not represented in the task analysis.

APPENDIX A

Project Application for Completion of Self-Study Project In 1973-1974

PROJECT APPLICATION

TITLE III TYPE II

PROJECT TITLE: ANALYSIS and EVALUATION

of GUIDANCE SERVICES and BEHAVIORAL OBJECTIVES

in the SUFFIELD PUBLIC SCHOOLS

Submitted by: Malcolm D. Evans
Superintendent of Schools
Suffield, Connecticut

Submission Date: January 1, 1973

Date of Application December 27, 1972

Schedule for Application

Submission and Approval

1. Submission date - January 1, 1973

2. Submit to: Dr. Roger Richards
   Title III Coordinator
   State Department of Education
   Box 2219
   Hartford, Connecticut
   06115

3. Submit 25 copies

TITLE

ANALYSIS and EVALUATION of GUIDANCE SERVICES and BEHAVIORAL OBJECTIVES in the SUFFIELD PUBLIC SCHOOLS.

A. Need for the project

Both the Superintendent of Schools and the Board of Education in Suffield, Connecticut have expressed their desire to obtain a delineation and evaluation of guidance services in the Suffield Public Schools. In response to these requests, the guidance staff developed and instituted a task analysis which will yield data on three months of guidance services. The staff has also selected a number of behavioral objectives which it feels reflect the present guidance goals, K-12 in Suffield. These objectives have been developed without any empirical data from reference populations such as students and parents. The guidance staff, and the Superintendent of Schools recognize the great importance and value in both the task analysis and the statement of goals in behavioral terms. They also recognize, however, that without additional work, collection of data, evaluation., and involvement of the reference population, few if any conclusions concerning the value and relevance of guidance services can be made. The necessary financial support of this additional work and study creates the necessity for Title III funds. It is expected that with these funds, most of the necessary study and refinement of guidance services and objectives can be significantly advanced by the end of the 1973-74 academic year.

B. Purpose and specific objectives to be achieved.

The purpose of the proposed analysis and evaluation of guidance services and behavioral objectives in the Suffield Public Schools are:

1. To develop evaluative techniques which will assess the degree to which stated behavioral objectives are being achieved.
2. To determine the effectiveness of the present guidance program as it is seen by former students, teachers, administrators, Board of Education members, parents and other relevant segments of the community.
3. To determine unique characteristics of the student population and the community which require particular objectives for the guidance department.
4. To develop a guidance program which reflects the information obtained in the study.

Some of the specific behavior objectives to be tested and evaluated are:

1. Each student is aware of the curriculum alternatives open to him and the educational and vocational goals to which they lead.
2. Each student is aware of the requirements for achievement within his program.
3. Each student is aware of the abilities needed for effective functioning in each curriculum alternative.
4. Each student is aware of his academic abilities and limitations.
5. Each student decides on a curriculum that is consistent with his ability and interests and future goals.
6. Each student develops an attitude that optimum school achievement (consistent with his ability) is important.
7. Each student is effective in coping with school assignments.
8. Each student takes responsibility for adhering to school regulations.
9. Each student expresses independent views in an acceptable fashion.
10. Each student demonstrates self confidence in his educational goals.
11. Each student identifies and expresses creativity as he is able in the educational setting in ways that lead to the satisfaction of having made a contribution.
12. Each student is aware of the work roles and social roles expected at different occupational levels.
13. Each student is aware of the concept of work in our society, the occupational structure, and significant trends.
14. Each student makes a tentative choice of an occupational cluster that is consistent with his interests aptitudes and abilities.
15. Each student is competent in solving career problems through planning, decision making, implementing decisions, and evaluations.
16. Each student participates in a training program that is necessary for entrance into his chosen career.
17. Each student acquires a feeling of competence and adequacy in the performance of his chosen career.
18. Each student gains employment in a career which he has chosen.
19. Each student is aware of the social groups that are part of his social environment.
20. Each student is aware of the need to have friends.
21. Each student is aware of the differing skills needed for effective functioning in social groups to which he belongs.
22. Each student is aware of his personal characteristics that are related to social acceptance and harmonious interpersonal relationships.
23. Each student is competent in solving personal social problems through planning, decision-making, implementing decisions, and evaluation.
24. Each student identifies the role of recognition and esteem in socially acceptable groups.
25. Each student is aware of the training requirements and needed skills for different leisure activities.
26. Each student is aware of the concept of leisure in our society, the activity options, and significant leisure-time activity trends.
27. Each student is aware of his particular leisure abilities, interests, and potentialites and limitations.

28. Each student chooses hobbies, extra-curricular activities, and exploratory leisure experiences that are consistent with his tentative plans and his abilities.
29. Each student participates in activities that are related to and expected in chosen leisure activities.
30. Each student feels satisfaction in his leisure activities.

C. Statement of activities and personnel involved in this proposal.

The analysis and evaluation of guidance services and behavioral objectives will be conducted in four major stages, each with a specific set of activities and personnel. The first stage is the general data collection, the second stage is the development of assessment methods. These two stages will be the primary tasks of the 1973-74 academic year. It is anticipated that analysis of data and program modifications will be initiated in the 1974-75 school year.

I. Data Collection

In this stage, the guidance staff must refine for the last time the set of objectives that they feel best represent the present guidance program. The perceptions and expectancies of the reference populations must also be determined. The community, its educational, employment and socio-cultural patterns as well as those community agencies ancillary to the educational process must be understood. While much of the required information is already available in published resources, there will be some need for survey techniques to be used. The schools being served must be understood along with the personnel within the schools. Perceptions of administrators, school board members, former students, present students, teachers and parents will be collected and evaluated. Again, the survey technique using a well developed questionnaire will be used. It is the intention of the Suffield guidance staff to have a representative sample of those individuals who are recipients of guidance services to take part in this part of the study. Most of the work of distributing, collecting and collating this data will be performed by paid clerical staff under the direction of guidance personnel. Organization of the study and informative meetings for the participating populations will be conducted by trained guidance personnel.

II. Development of assessment methods.

Each behavioral objective that was selected by the guidance staff must be evaluated in terms of the degree to which it is being achieved. It is hoped that State Consultants and other experts in the field of performance evaluation will assist us in this task Once the instruments are developed, they will be administered and the data collected.

III. Analysis of data

All data which has been collected about the community and the school must be evaluated. When dealing with the community information, specific characteristics about the direct and indirect effects of the community on the school will be sought. Specific questions must be asked about the community's effect on guidance objectives as well.

When dealing with the information relating to the schools, the characteristics that most seriously effect guidance must be singled out. The various perceptions of reference populations must be viewed in relationship to the guidance staff's perception of its own functioning and the data obtained on the behavioral objectives. In this way it can be determined how closely actual practice and perceptions are aligned.

IV. Program modification

With all the collected data and the analysis of that data before us, the guidance staff will begin to modify the set of behavioral objectives formerly chosen. The modifications will reflect needs of the reference populations that have not been met satisfactorily.

D. Plan and procedures of evaluation.

It is suggested that a panel of experts from both state and local levels reviw the data, analysis and program modifications that result from this proposed study. It is also suggested that the revised list of behavioral objectives should clearly reflect the expressed and considered needs of the reference populations. A final, full report should be written and presented to the Suffield Board of Education before November of 1974.

E. Budget Requested

Professional Salaries	$ 750.00
Non Professional Salaries	$ 1500.00
Materials and Supplies	$ 1000.00
Equipment	$
Travel	$ 250.00
Other	$
Total	$ 3500.00

Requested budget to be used between July 1, 1973 and June 30, 1974.

References:

1. Pennsylvania Department of Education. Guidelines for Self-Study of a School District Guidance Program. Revised 1972

2. Connecticut State Department of Education. Connecticut Guidance Objectives. 1972 (adopted from objectives published in CPGA Momograph Service No. 4 Accountability in Pupil Personnel Services: A Process Guide for the Development of Objectives. California Personnel and Guidance Association. Fullerton, California, 1971.

APPENDIX B

The Guidance Task Analysis Code Sheet

Form No. 3

Suffield Public Schools GUIDANCE TASK ANALYSIS CODES Form 3

1. SEEING STUDENTS INDIVIDUALLY
   - A. School-related problems (attendance, achievement, teacher pupil conflict, misconduct)
   - B. College selection
   - C. Personal-emotional problems
   - D. New pupil registration
   - E. Schedule adjustment
   - F. School program planning
   - G. Test and record interpretation
   - H. Transfers out of school
   - I. Other
   - J. Career selection
   - K. Feedback to students
   - L. Tutoring

2. SEEING STUDENTS IN GROUPS
   - A. Small groups
     1. School-related problems (grades, misconduct, attendance, pupil-teacher conflict)
     2. College-career discussions
     3. Discussions related to self understanding, relations with peers, relations with adults
     4. Orientation to guidance
     5. Personal-emotional
     6. Orientation to new school
     7. School program planning
     8. Other 9. Formal Committee
   - B. Class group size
     1. Orientation to guidance
     2. Registration
     3. School program planning
     4. Human development exercises
   - C. Larger than class size
     1. Orientation to guidance
     2. Registration
     3. School program planning

3. TESTING ACTIVITIES
   - A. Administering tests
   - B. Arranging for test proctors
   - C. Planning testing program
   - D. Ordering, distributing, collecting test materials and test fees
   - E. Organizing testing schedule
   - F. Transmitting test results to teachers
   - G. Transmitting test results to colleges and universities

4. TELEPHONE OR IN PERSON CONFERENCES WITH PARENTS CONCERNING A STUDENT
   - A. School related problems (grades, misconduct, teacher-pupil conflict)
   - B. College-career discussions
   - C. Group discussions related to understanding child growth and development
   - D. Personal-emotional problems
   - E. Orientation to guidance services
   - F. Registration of new pupils
   - G. Schedule adjustment
   - H. School program planning
   - I. Test-record interpretation
   - J. Transfers/withdrawals from school
   - K. Tutoring: L. Medical: M. Other

5. WORKING WITH STAFF
   - A. Arranging and/or participating in conferences
   - B. Consulting regarding class problems
   - C. Conferences about a particular student
     1. School related problems
     2. Personal-emotional problems
     3. Schedule adjustment
     4. Test record interpretation
     5. Medical records
     6. School records
   - D. Information to teachers about special pupil problems (medical, psychological, etc.)
   - E. Group discussions regarding child growth and development
   - F. Written information to staff
   - G. Other

6. WORKING WITH RECORDS
   - A. Keeping records of referrals
   - B. Preparing recommendations
   - C. Preparing & requesting transcrip
   - D. Tabulating credits for graduatic
   - E. Transferring test results or other information on to records
   - F. Writing passes for student appts
   - G. Other
   - H. Task analysis activities
   - I. Mail J. Updating records
   - K. Reviewing student folders
   - L. Giving lunch tickets

7. OTHER ACTIVITIES
   - A. Conferring with pupil personnel workers about referrals
   - B. Conferring with school psychologists about referrals
   - C. Conferring with other ref.source
   - D. Record/info preparation for referral to pupil personnel
   - E. Record/info preparation for referral to school psychologist
   - F. Record/info referral to other
   - G. Arranging schedule for college representatives and employers
   - H. Conferring w college reps & empl
   - I. Writing counseling reports
   - J. Attending meetings
   - K. Psychiatrics L. Lunch/coffee b
   - M. Favors N. Professional reading
   - O. Public relations
   - P. Travel
   - Q. Other

APPENDIX C

The Guidance Task Analysis Sheet

Form No. 4

Guidance Department
Suffield Public Schools
Suffield, Connecticut

GUIDANCE TASK ANALYSIS SHEET
FORM #4

SHEET # _____

M T W TH FRI

NAME: J.A. L.B. B.E. E.M. R.T. H.T.J.

DATE: _____

STARTING TIME: _____ FINISHING TIME: _____ TOTAL TIME: _____

APPOINTMENT/PHONE CODE:

A	Administrator
AP	Principal
CA	Community Agency
C	Counselor
DSS	Dir. Spec. Serv.
Dr	Doctor
J	Janitor
L/D	Learn. Dis.
N	Nurse
P	Parent
PS	Psychiatrist
PE	Psych. Examiner
SW	Social Worker
Sc	School
Sec	Secretary
S/H	Speech and Hearing
S	Student
T	Teacher
SUP	Superintendent
OTHER:	_____

G TASK #	TIME (in minutes)	TASK CODE	APPOINT Y/N	APPOINT CODE	PHONE S/R	PHONE CODE	COMMENT	REASON

APPENDIX D

Data Summary Sheet

Form No. 2

GUIDANCE DEPARTMENT

SUFFIELD PUBLIC SCHOOLS

DATA SUMMARY SHEET _ FORM #2

NAME: _____

DATA WEEK # 1 2 3 4 5 6 7

CODE #	APPOINTMENTS Y	APPOINTMENTS N	TOTAL Y	TOTAL N	TELEPHONE C	TELEPHONE R	TOTAL C	TOTAL R	TIME BARS
1A									
1B									
1c									
1D									
1E									
1F									
1G									
1H									
1I									
1J									
1K									
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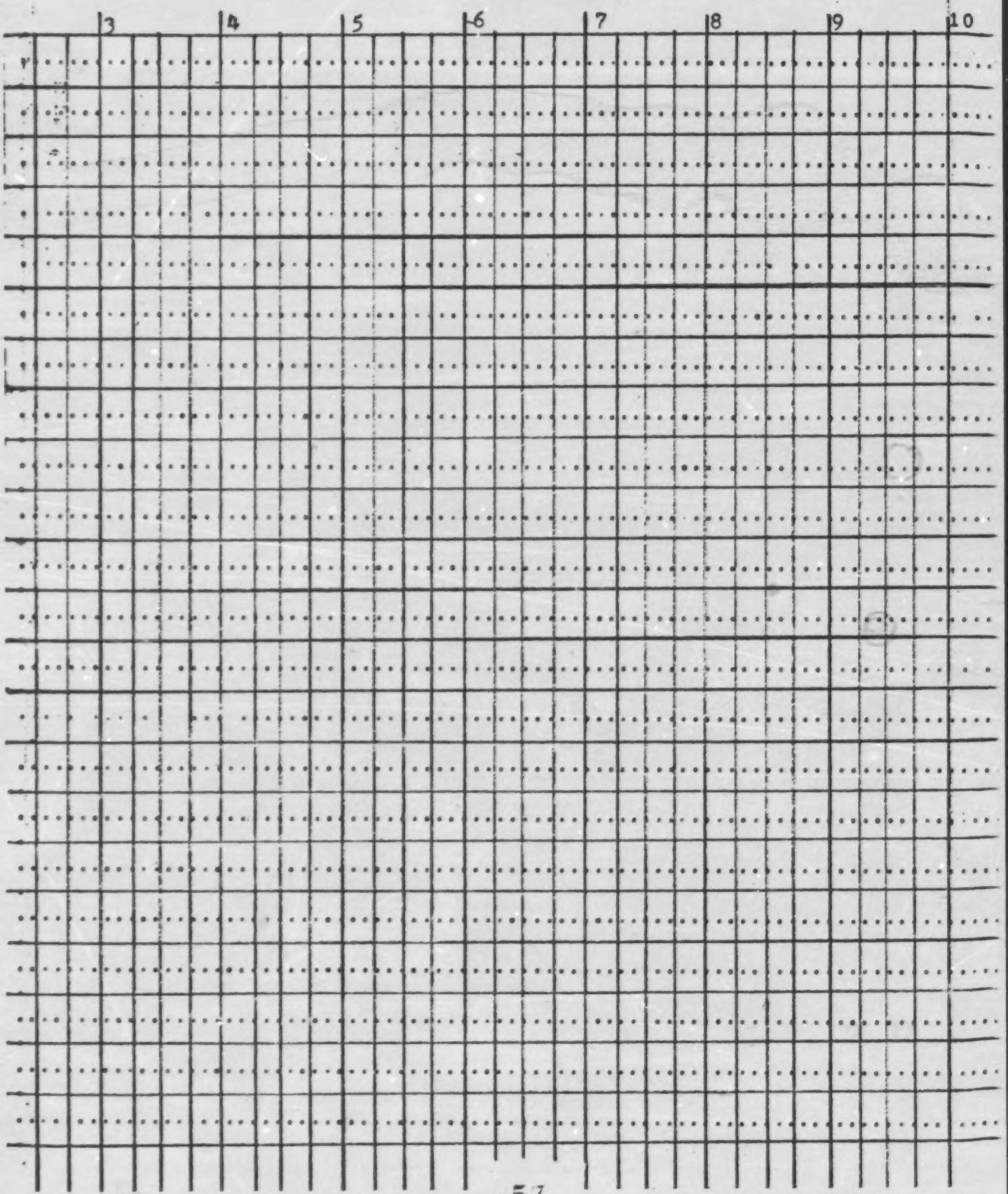
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9
10

CODE #	APPOINTMENTS Y	APPOINTMENTS N	TOTAL Y	TOTAL N	TELEPHONE C	TELEPHONE R	TOTAL C	TOTAL R	TIME BARS
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2B3									
2B4									
2C1									
2C2									
2C3									
3A									
3B									
3C									
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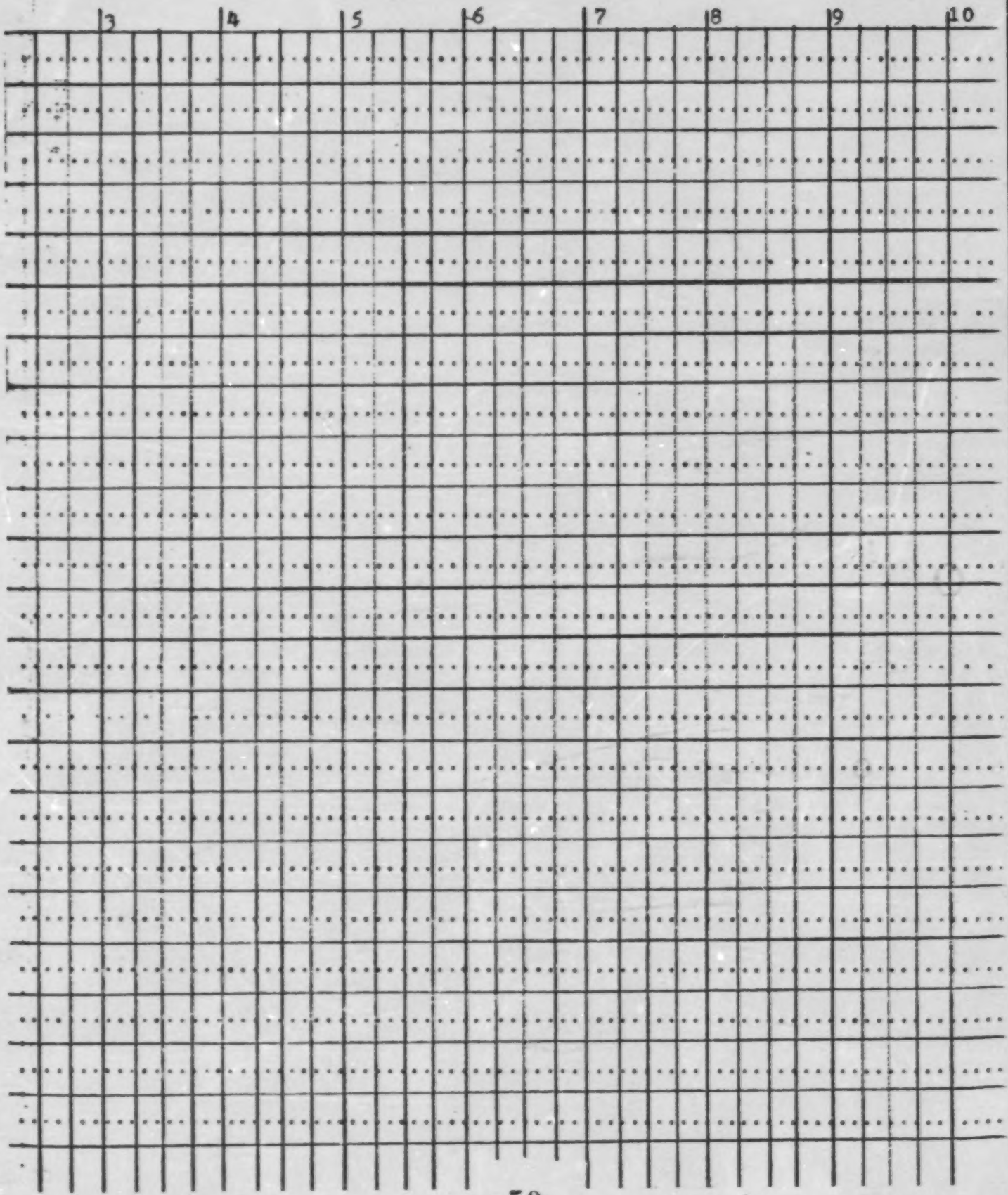
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CODE #	APPOINTMENTS Y	APPOINTMENTS N	TOTAL Y	TOTAL N	TELEPHONE C	TELEPHONE R	TOTAL C	TOTAL R	TIME BARS 1
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4H									
4I									
4j									
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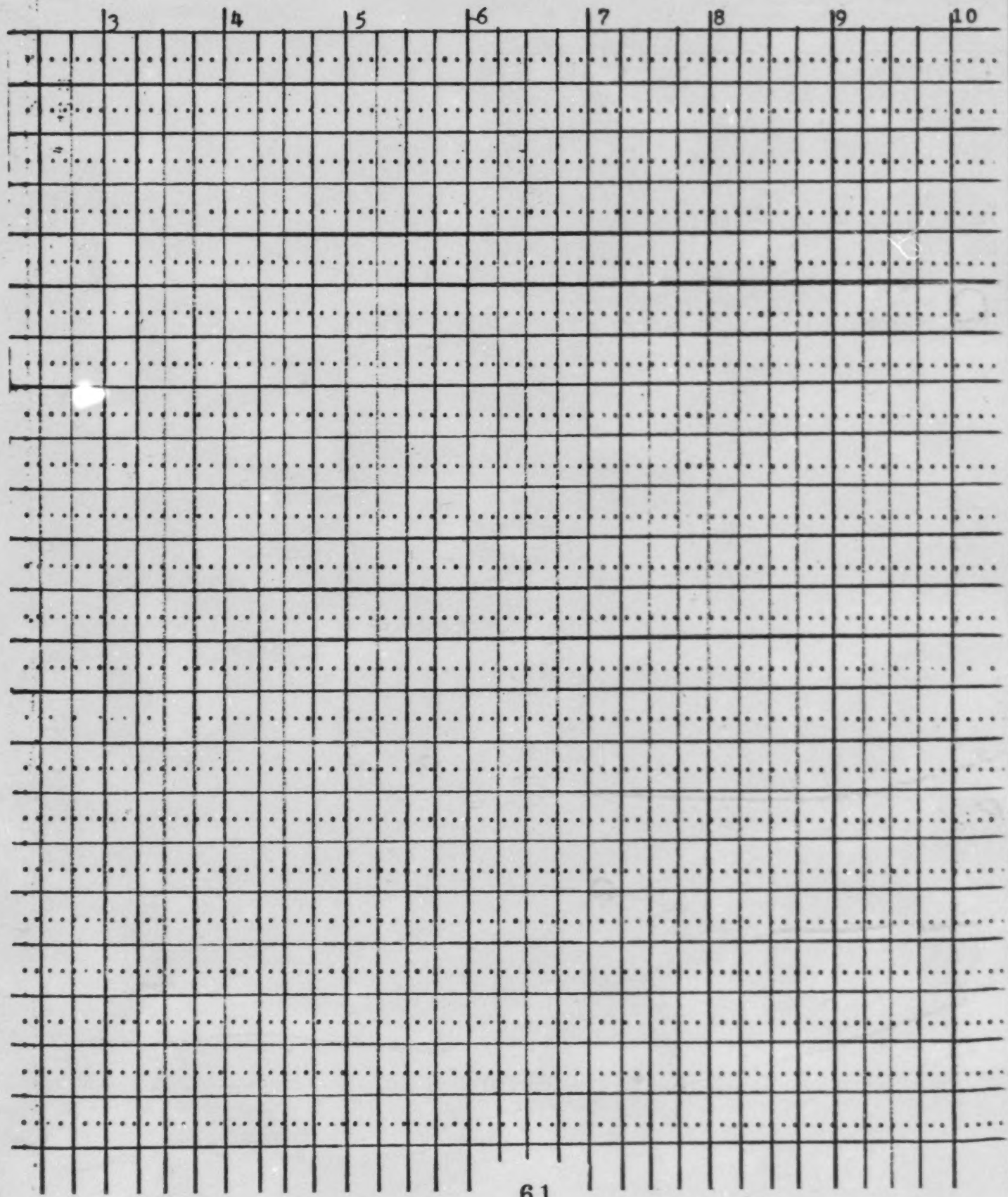
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CODE #	APPOINTMENTS Y	APPOINTMENTS N	TOTAL Y	TOTAL N	TELEPHONE C	TELEPHONE R	TOTAL C	TOTAL R	TIME BARS
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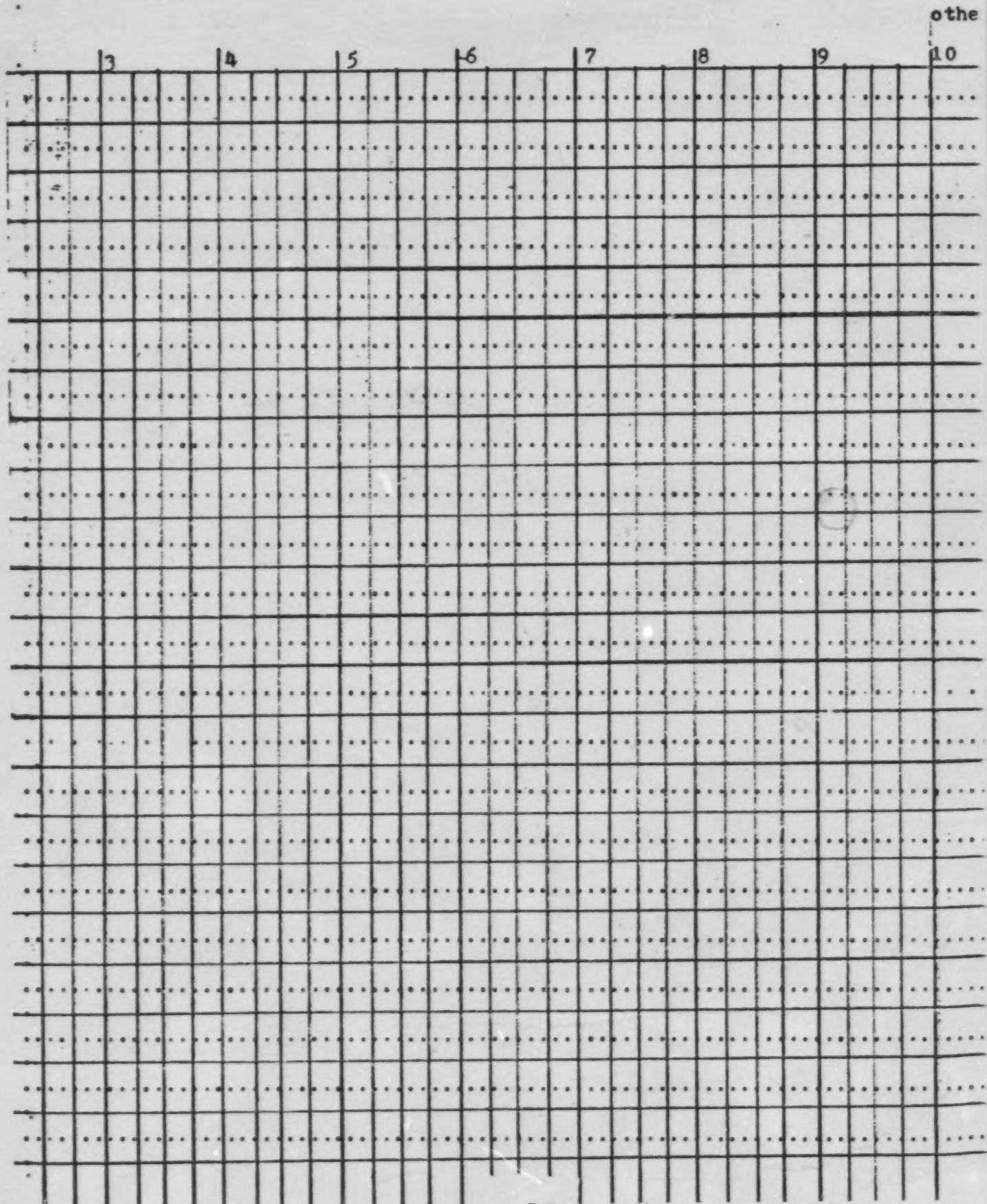
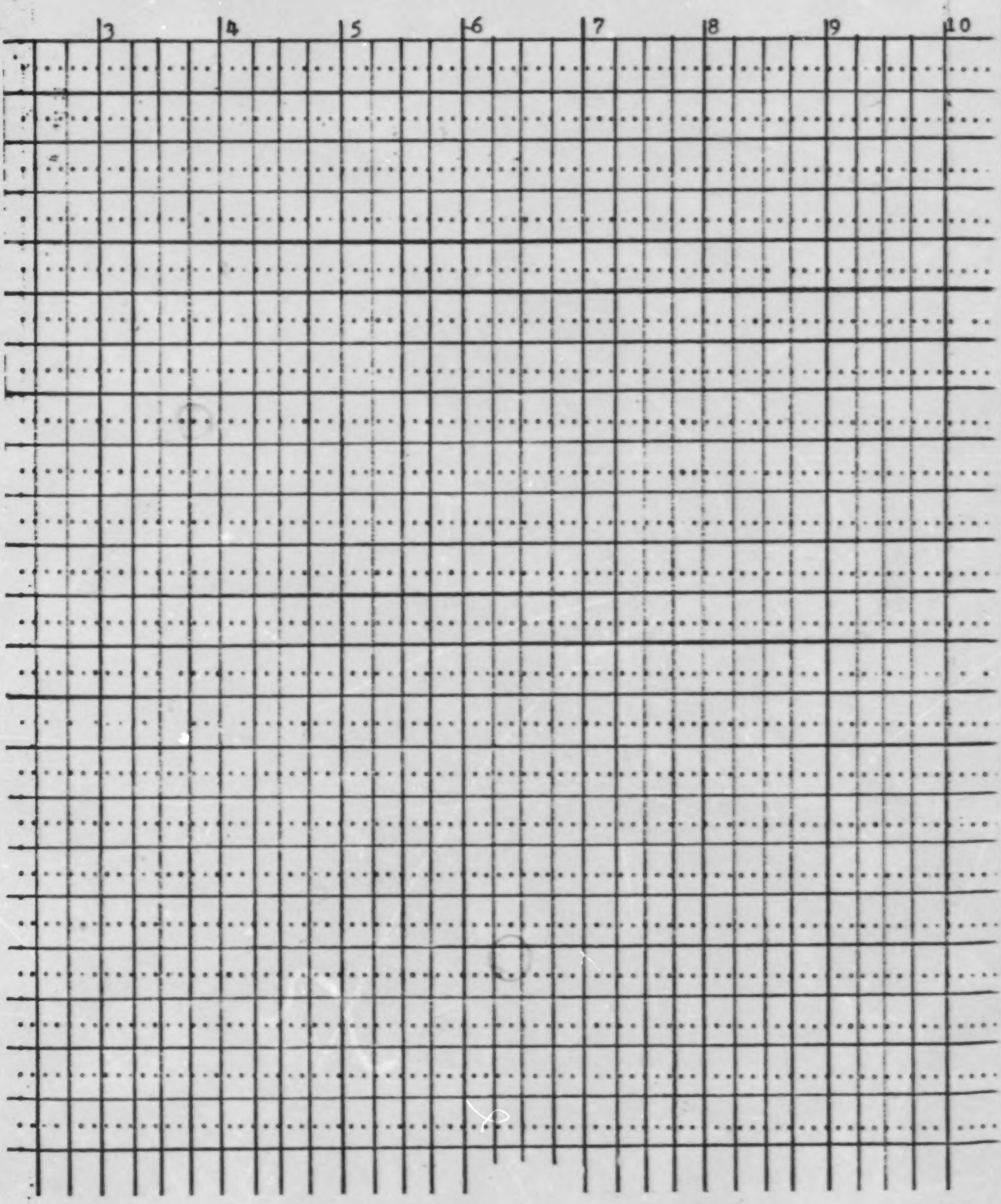
7H									
7I									


3
4
5
6
7
8
9
10

CODE #	APPOINTMENTS Y	APPOINTMENTS N	TOTAL Y	TOTAL N	TELEPHONE C	TELEPHONE R	TOTAL C	TOTAL R	TIME BARS
7J									
7K									
7L									
7M									
7N									
7O									
7P									
7Q									


3
4
5
6
7
8
9
10

CODE	APPOINTMENTS		TOTAL		TELEPHONE		TOTAL	
	Y	N	Y	N	C	R	C	R
A								
AP								
CA								
C								
DSS								
N								
P								
PS								
PE								
SW								
S								
S								
T								
SUP								
OTHER								

GUIDANCE DEPARTMENT
SUFFIELD PUBLIC SCHOOLS
DATA SUMMARY SHEET _ FORM #2

Name: _____
Data Week Number: 1 2 3 4 5 6 7 8

7.

FINAL DATA SHEET

1. Total number of hours worked this week: _____

2. Average number of hours worked each day: _____

3. Average number of hours spent in "prep" periods: _____.

4. Average number of tasks recorded each day: _____.

5. Average number of scheduled appointments _____

6. Average number of unscheduled appointments _____

7. Average number of phone calls made each day: _____.

8. Average number of phone calls received each day _____.

9. General conclusions you can make about your guidance services from a quick survey of your data:

1. _____

_____

_____

2 _____

_____

_____

3. _____

_____

_____

10. Questions/issues you want to explore with the guidance department when they get together to discuss the interpretation of the group's data:

_____

_____

_____

_____

_____

_____

_____

APPENDIX E

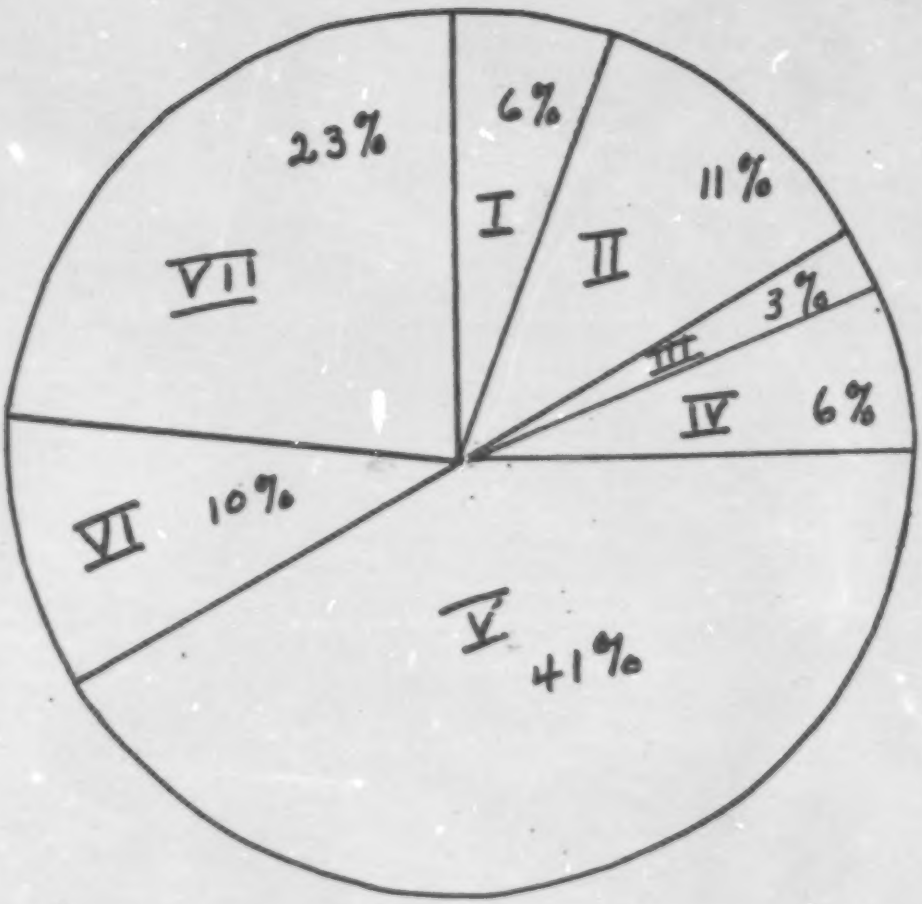
Summary Data Instruments

Item_____ Counselor_____

Week #	People	Phone	Total
1.	____	____	____
2.	____	____	____
3.	____	____	____
4.	____	____	____
5.	____	____	____
6.	____	____	____
7.	____	____	____
8.	____	____	____
Total	____	____	____
Average	____	____	____

School Elementary School Guidance Program

Counselor/Student Ratio - 1:1000

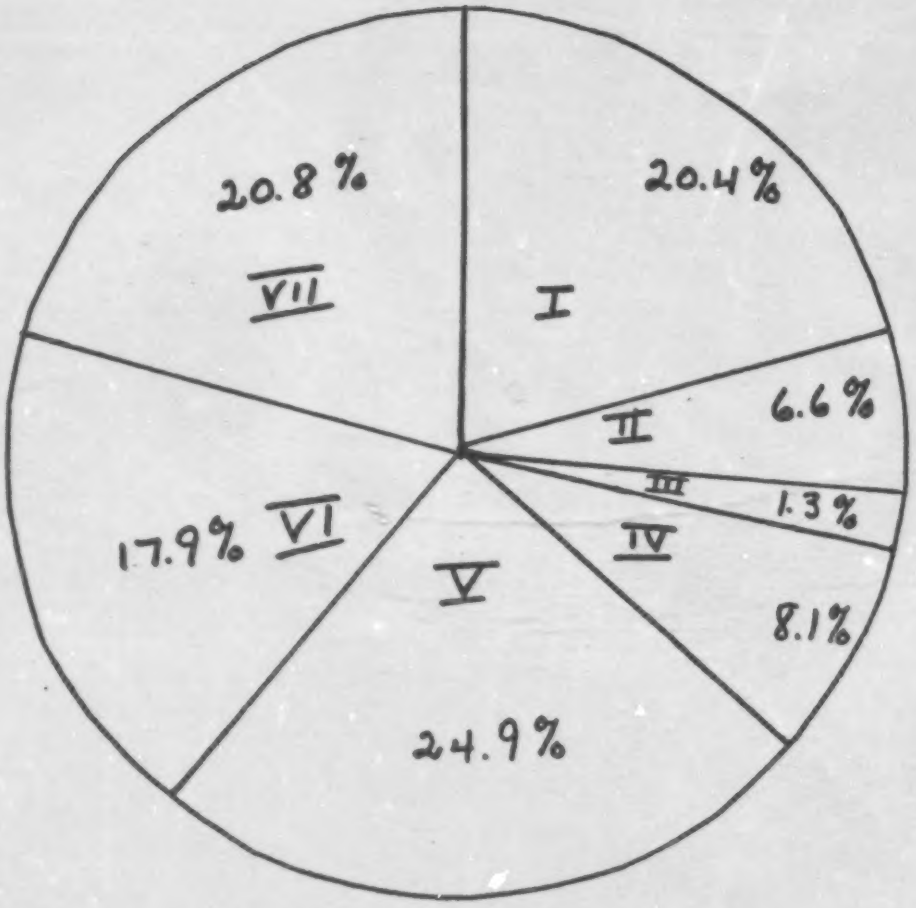


TASK CODE

I Seeing Students Individually
II Seeing Students in Groups
III Testing
IV Conferences with Parents
V Working with Staff
VI Working with Records
VII Other

School Middle School Guidance Program

Counselor/Student Ratio - 1:400

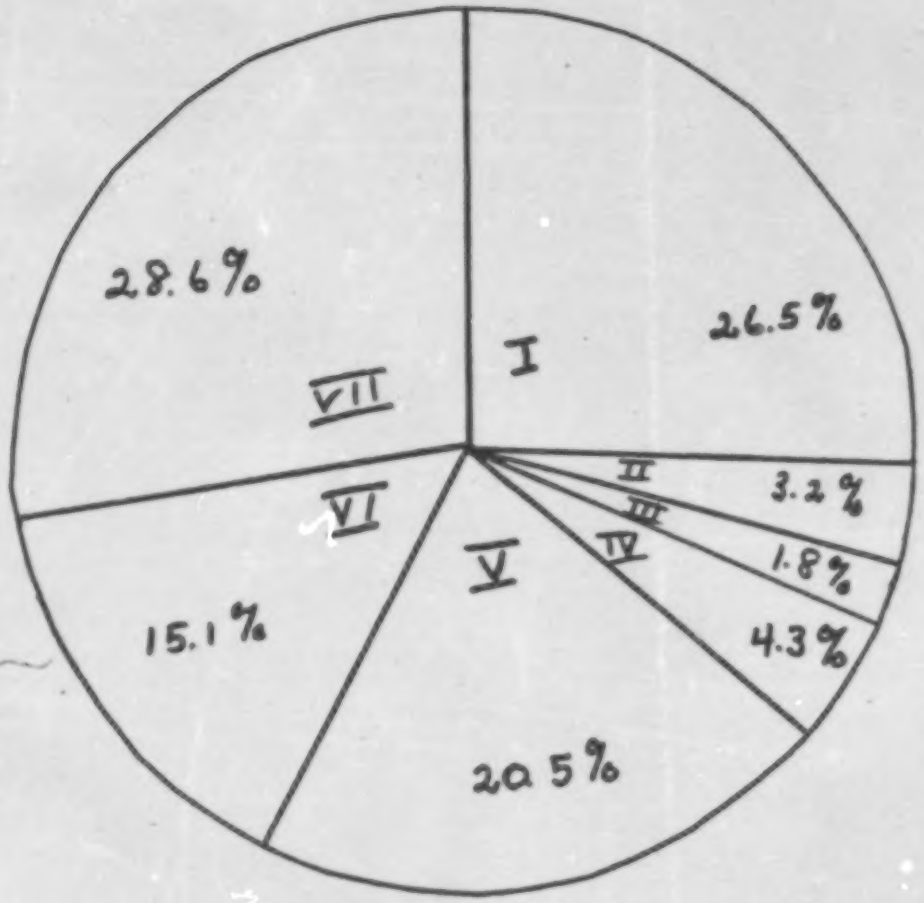


TASK CODE

I Seeing Students Individually
II Seeing Students in Groups
III Testing
IV Conferences with Parents
V Working with Staff
VI Working with Records
VII Other

School High School Guidance Program

Counselor/Student Ratio - 1:250



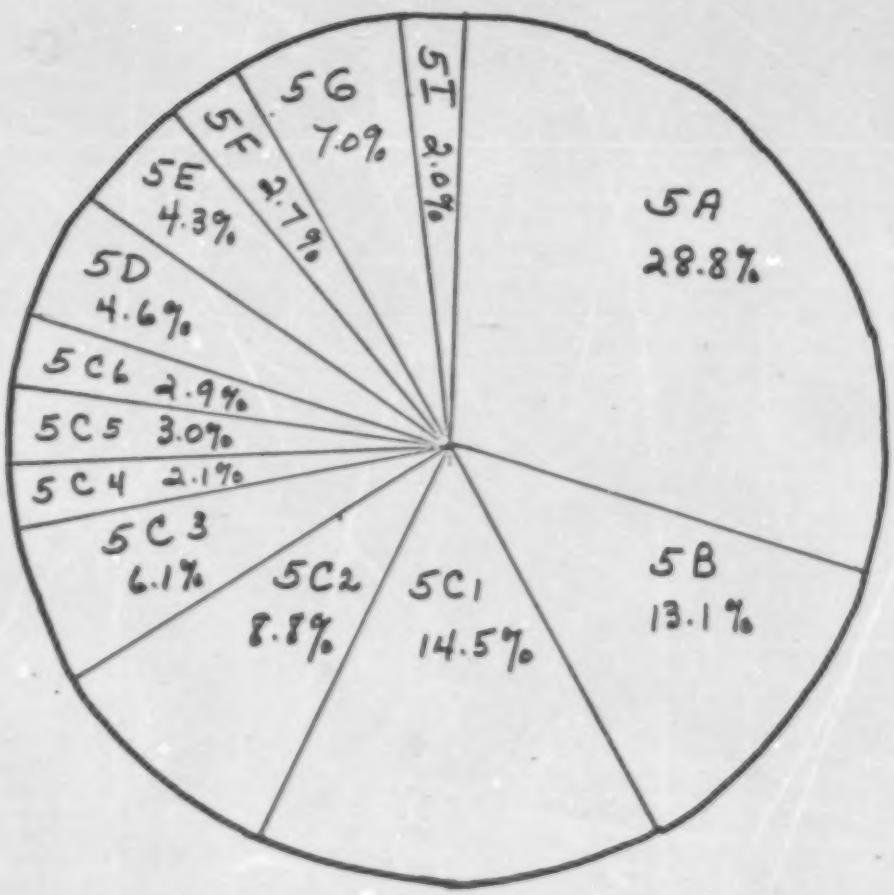
TASK CODE

I Seeing Students Individually
II Seeing Students in Groups
III Testing
IV Conferences with Parents
V Working with Staff
VI Working with Records
VII Other

School Elementary

Counselor Code 1

Counselor/Student Ratio - 1:1000



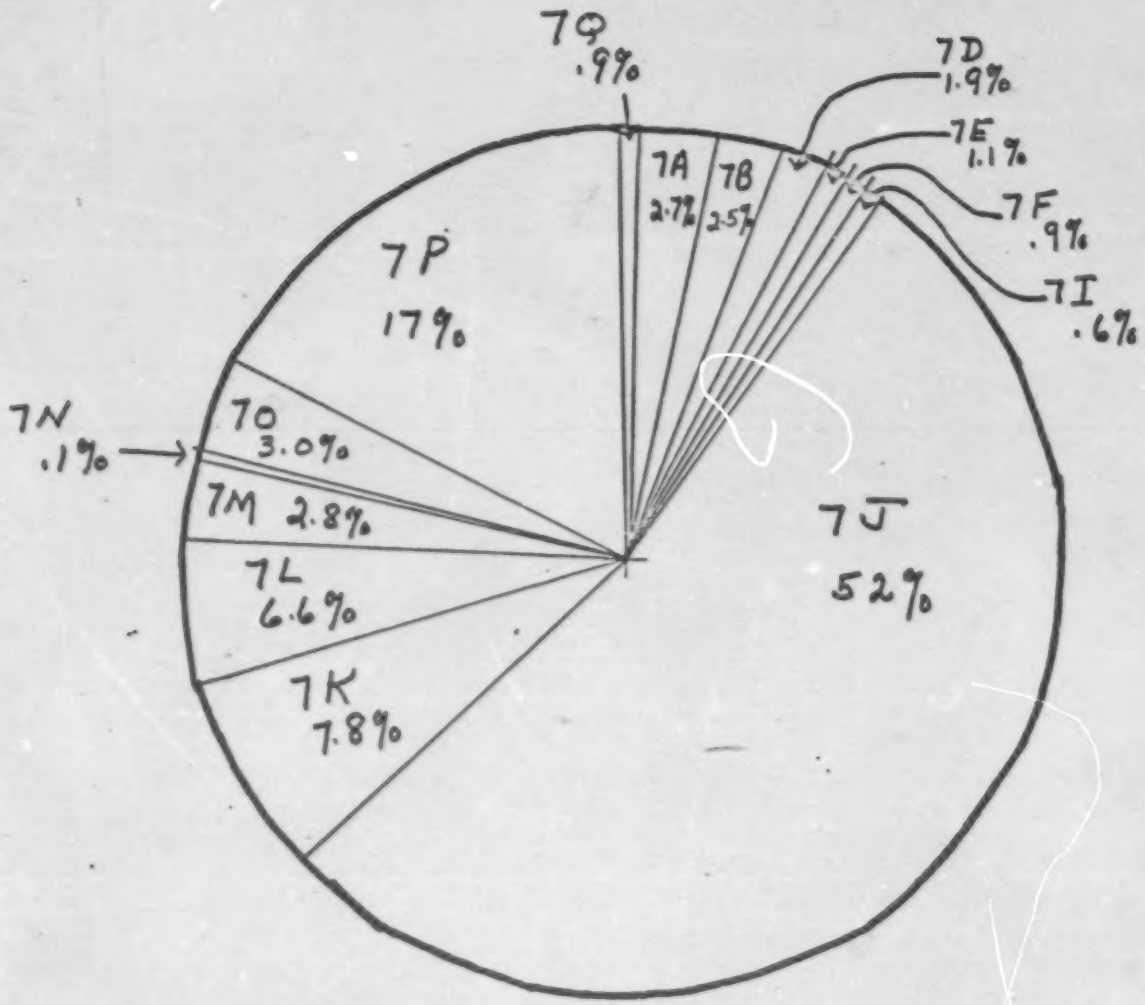
Working With Staff

5A Arranging and/or participating in conferences
5B Consulting regarding class problems
5C Conferences about a particular student
1 School related problems
2 Personal-emotional problem
3 Schedule adjustment
4 Test record interpretation
5 Medical records
6 School records
5D Information to teachers about special pupil problems
5E Group discussions regarding child growth and development
5F Written information to staff
5G Other
5I

School ~~Elementary~~

Counselor Code 1

Counselor/Student Ratio - 1:1000



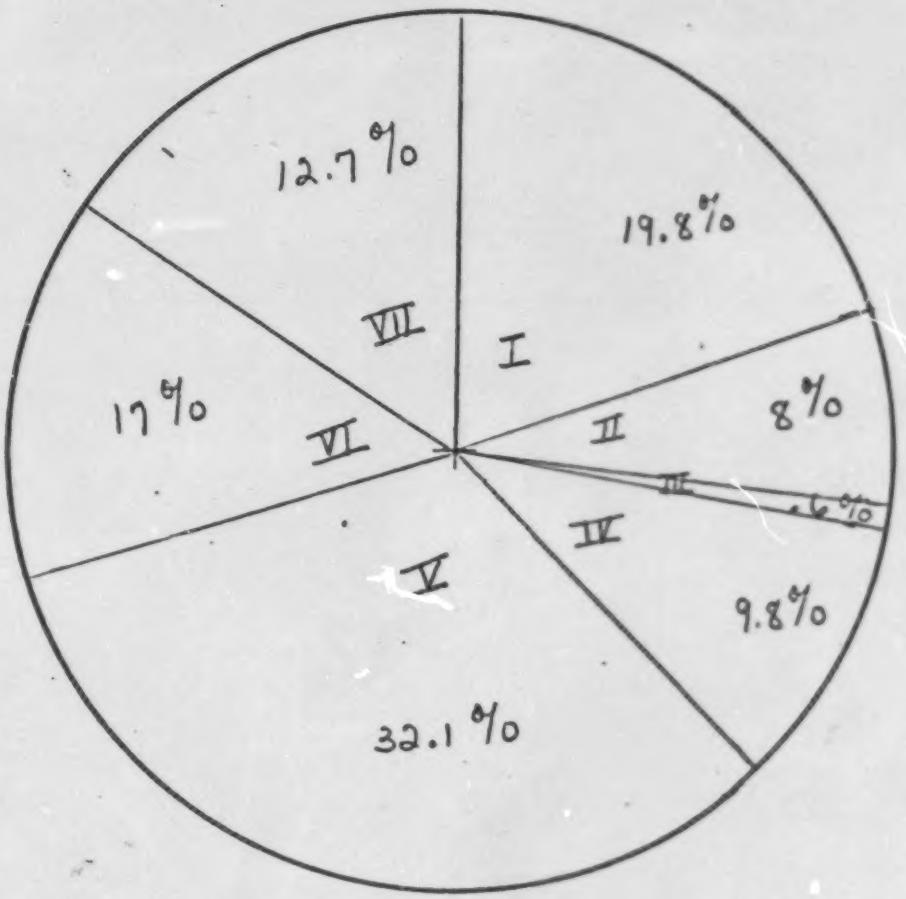
Other Activities

7A Conferring with pupil personnel workers about referrals
7B Conferring with school psychologists about referrals
7D Record/info preparation for referral to pupil personnel
7E Record/info preparation for referral to school psychologist
7F Record/info referral to other
7I Writing counseling reports
7J Attending meetings
7K Psychiatrists
7L Lunch/coffee break
7M Favors
7N Professional reading
7O Public relations
7P Travel
7Q Other

School MIDDLE

Counselor Code 2

Counselor/Student Ratio - 1:400



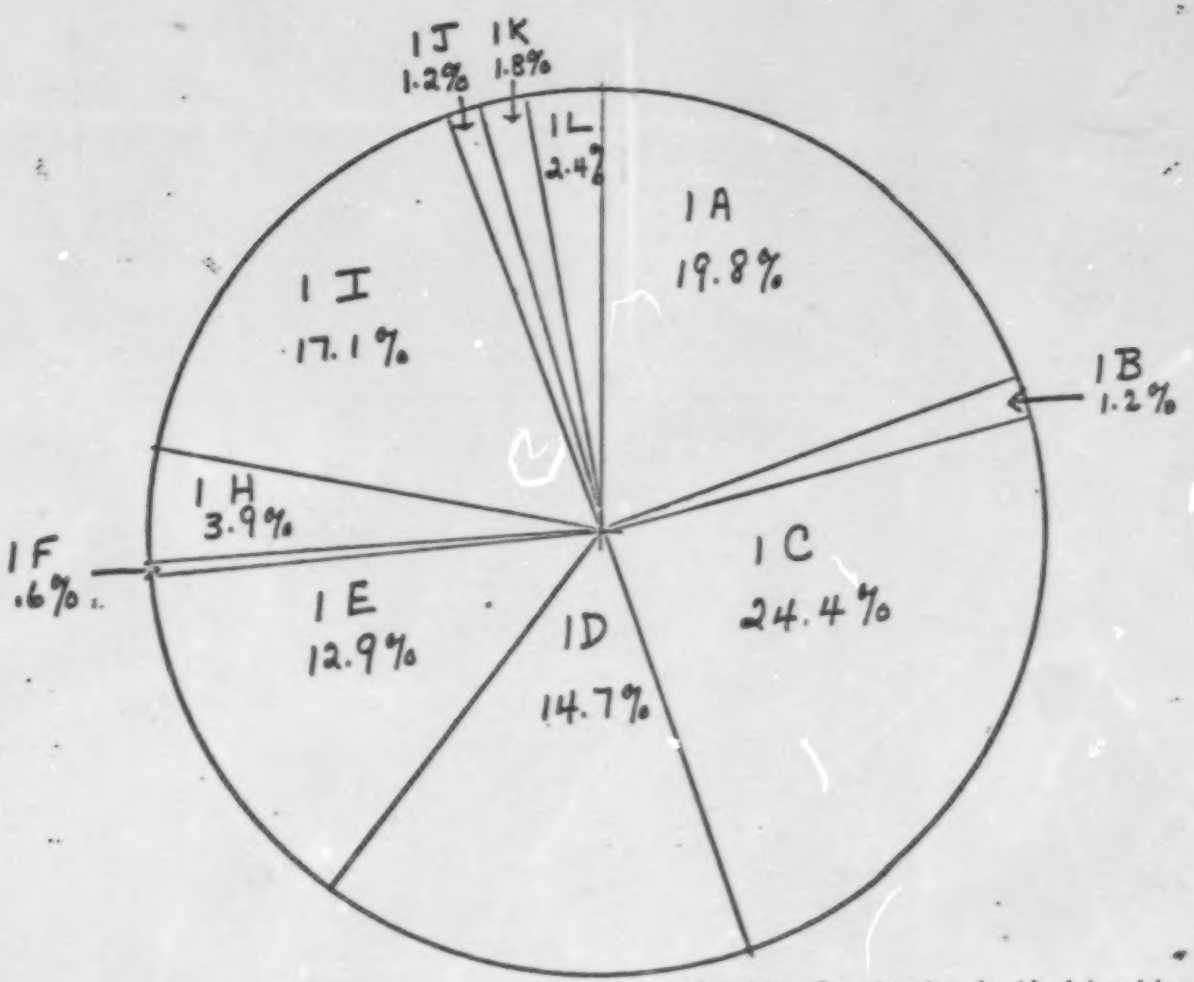
TASK CODE

I Seeing Students Individually
II Seeing Students in Groups
III Testing
IV Conferences with Parents
V Working with Staff
VI Working with Records
VII Other

School Middle School

Counselor Code 2

Counselor/Student Ratio - 1:400



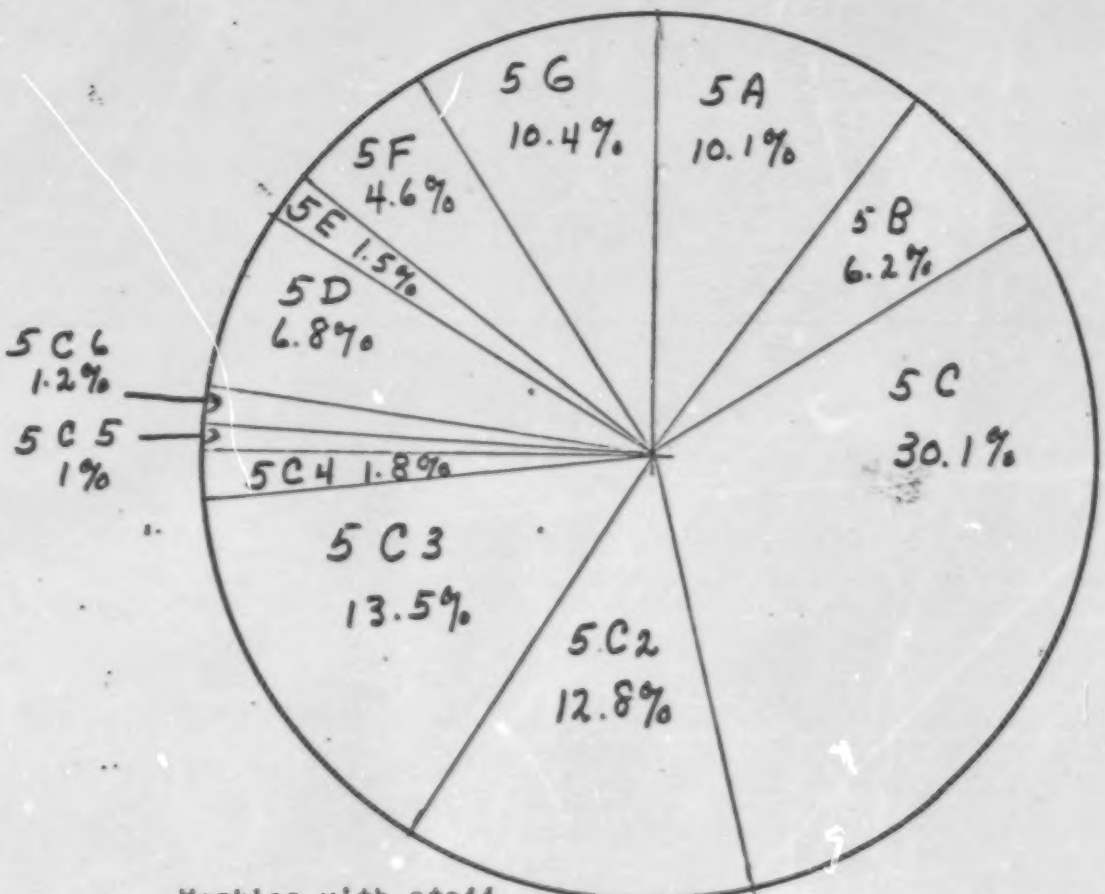
Seeing Students Individually

- 1A School-related problems
- 1B College selection
- 1C Personal-emotional problems
- 1D New pupil registration
- 1E Schedule adjustment
- 1F School program planning
- 1H Transfers out of school
- 1I Other
- 1J Career selection
- 1K Feedback to students
- 1L

School Middle School

Counselor Code 2

Counselor/Student Ratio 1:400



Working with staff

5A Arranging an/or participating in conferences

5B Consulting regarding class problems

5C1 Conferences about a particular student-School related problems

5C2 -Personal-emotional problems

5C3 -Schedule adjustment

5C4 -Test record interpretation

5C5 -Medial records

5C6 -School records

5D Information to teachers about special pupil problems

5E Group discussions regarding child growth and development

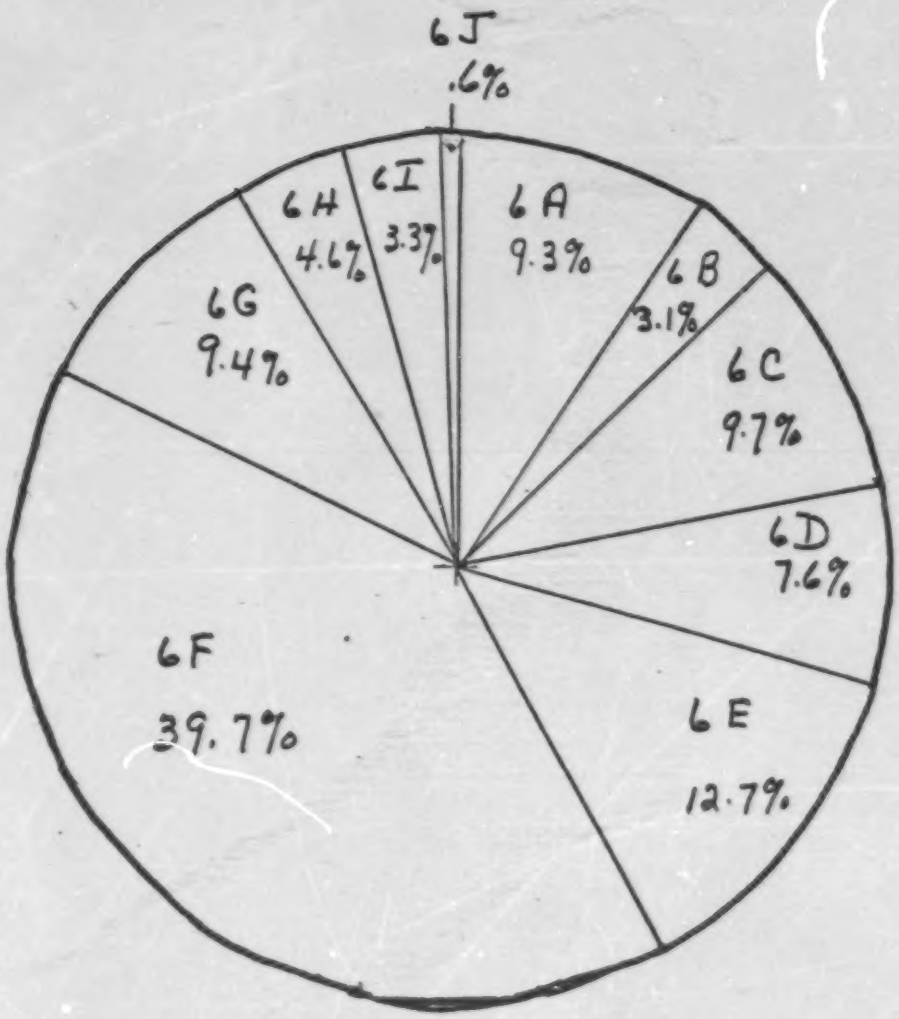
5F Written information to staff

5G Other

School Middle

Counselor Code 2

Counselor/Student Ratio - 1:400



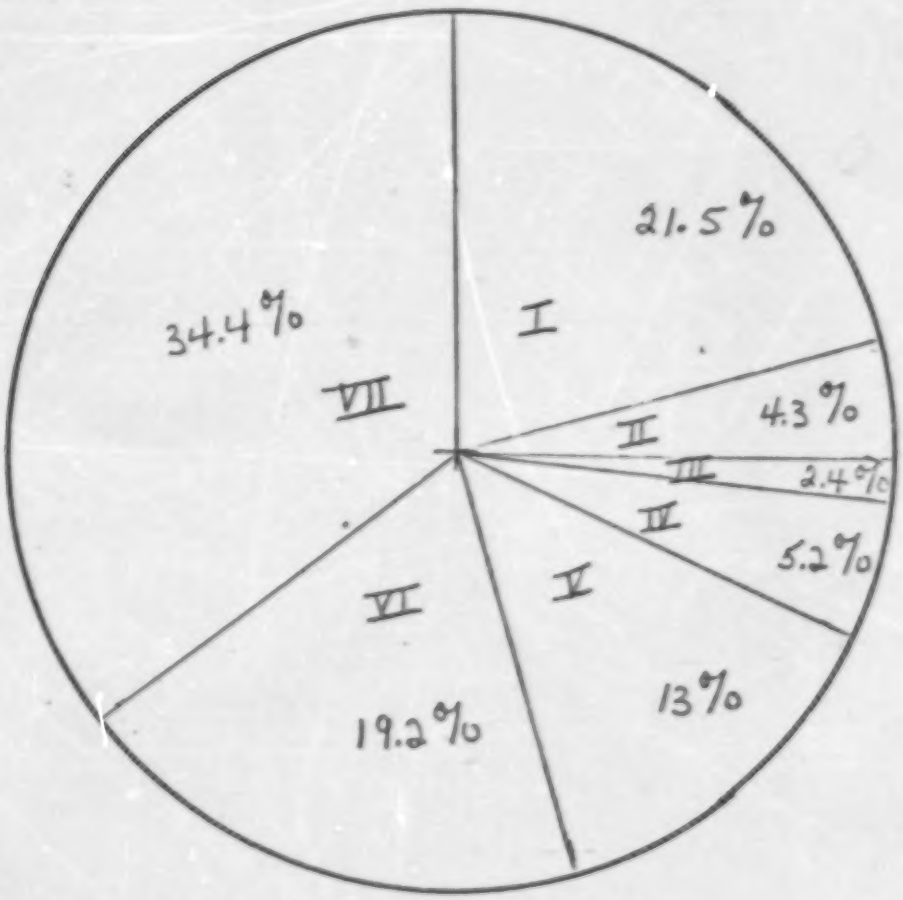
Working With Records

6A Keeping records of referrals
6B Preparing recommendations
6C Preparing and requesting transcript
6D Tabulating credits for graduation
6E Transferring test results on to record
6F Writing passes for student appointment
6G Other
6H Task analysis activities
6I Mail
6J Updating records

School MIDDLE + HIGH

Counselor Code 3

Counselor/Student Ratio - 1:400
1:250



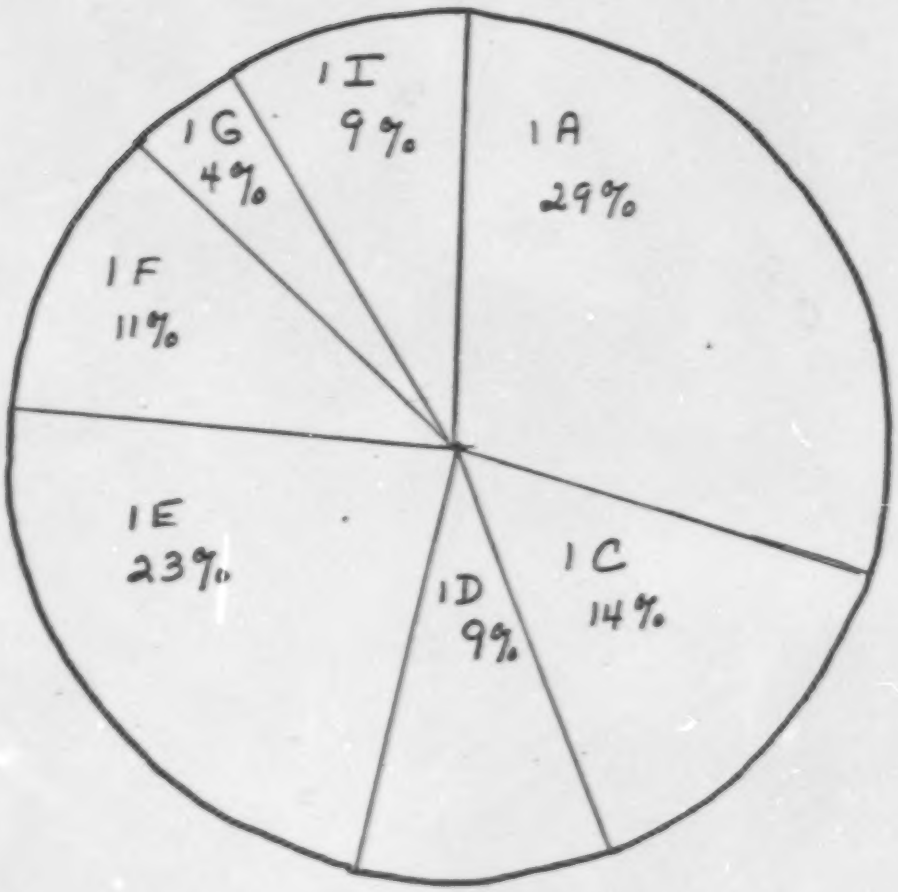
TASK CODE

I Seeing Students Individually
II Seeing Students in Groups
III Testing
IV Conferences with Parents
V Working with Staff
VI Working with Records
VII Other

School Middle and High

Counselor Code 3

Counselor/Student Ratio - 1:400
1:250



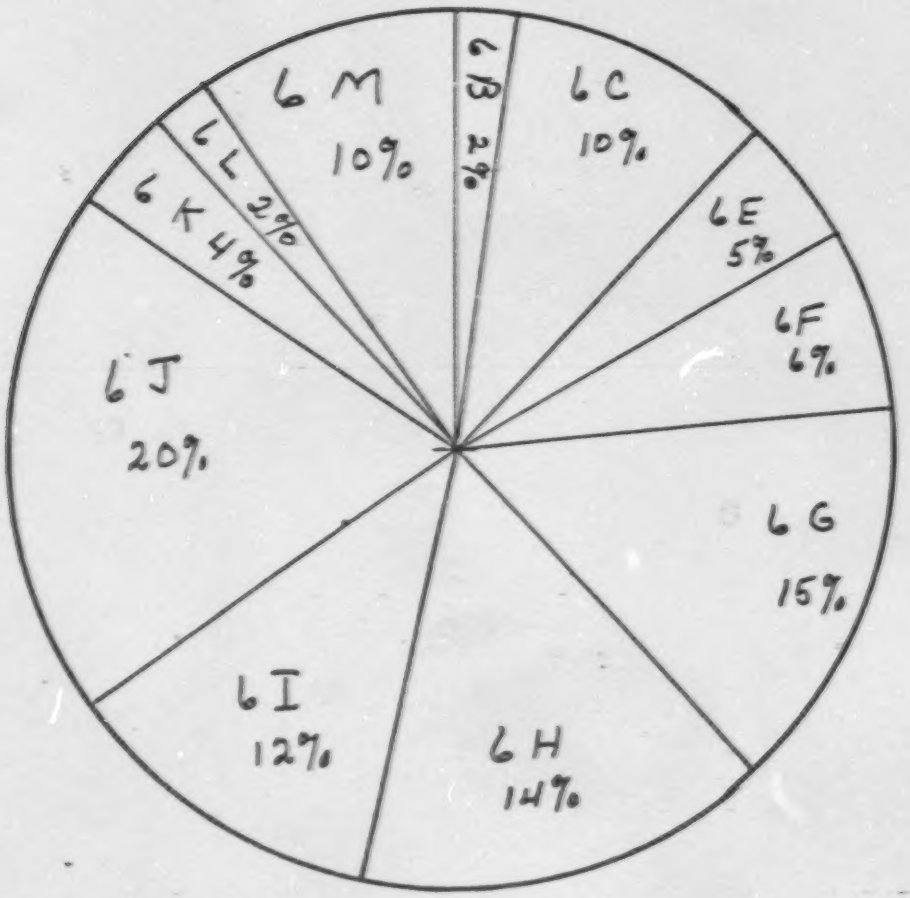
Seeing Students Individually

1A School-related problems
1C Personal-emotional problems
1D New pupil registration
1E Schedule adjustment
1F School program planning
1G Test and record interpretation
1I Other

School Middle and High

Counselor Code 3

Counselor/Student Ratio - 1:400
1:250



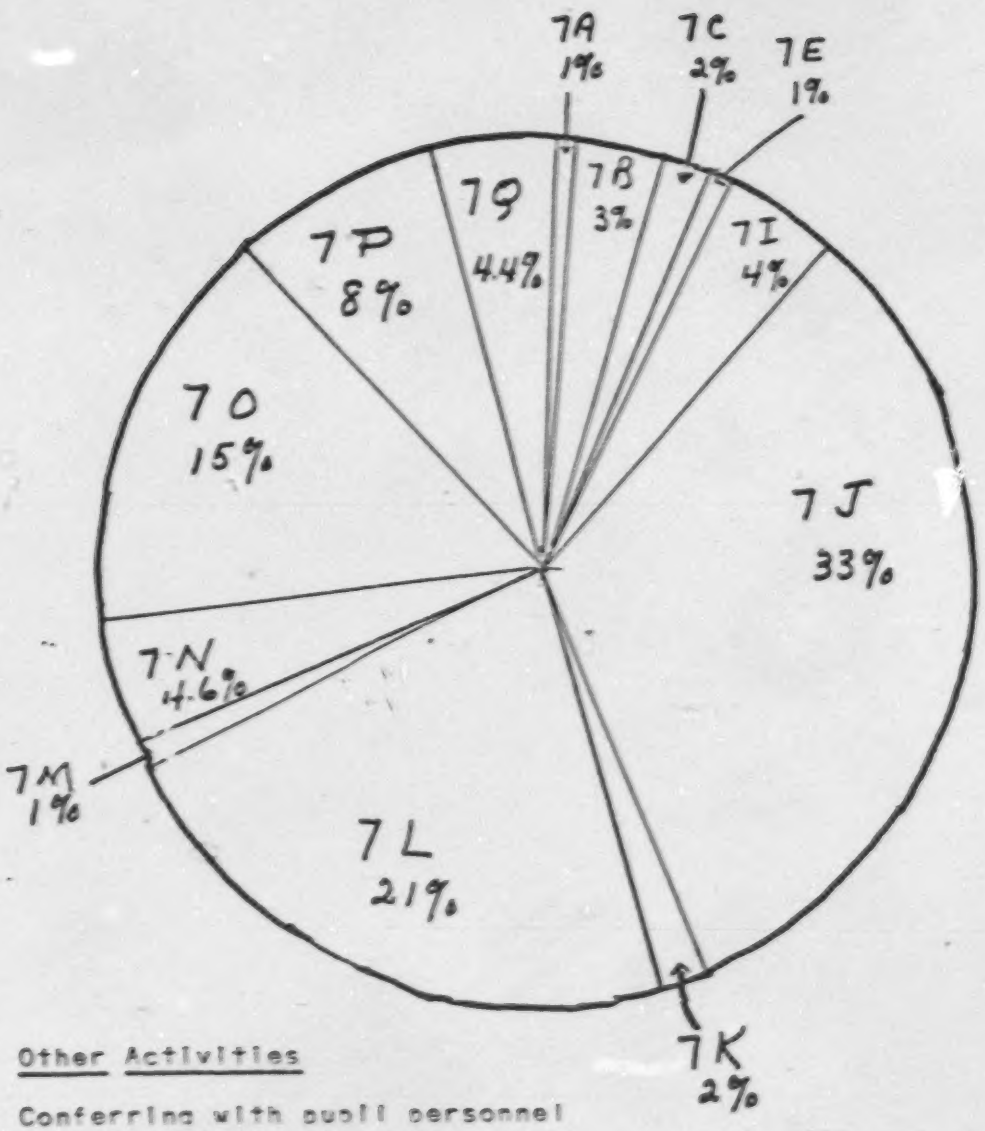
Working With Records

6B Preparing Recommendations
6C Preparing and requesting transcript
6E Transferring test results or other information on to records
6F Writing passes for student appointmen
6G Other
6H Task analysis activities
6I Mail
6J Updating records
6K Reviewing student folders
6L Giving lunch tickets
6M Schedule changes

School Middle and High

Counselor Code 3

Counselor/Student Ratio - 1:400
1:250



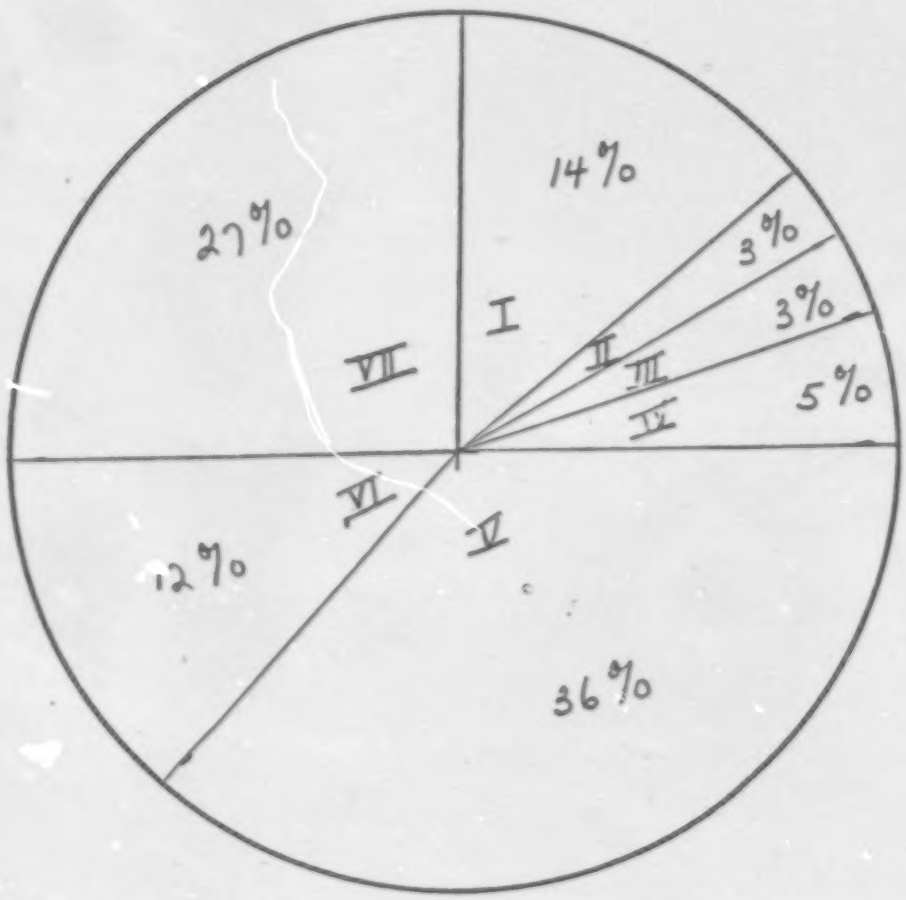
Other Activities

7A Conferring with pupil personnel workers about referrals
7B Conferring with school psychologists about referrals
7C Conferring with other ref. sources
7E Record/info preparation for referral to school psychologist
7I Writing counseling reports
7J Attending meetings
7K Psychiatrists
7L Lunch/coffee break
7M Favors
7N Professional reading
7O Public Relations
7P Travel
7Q Other

School HIGH

Counselor Code 4

Counselor/Student Ratio - 1:250



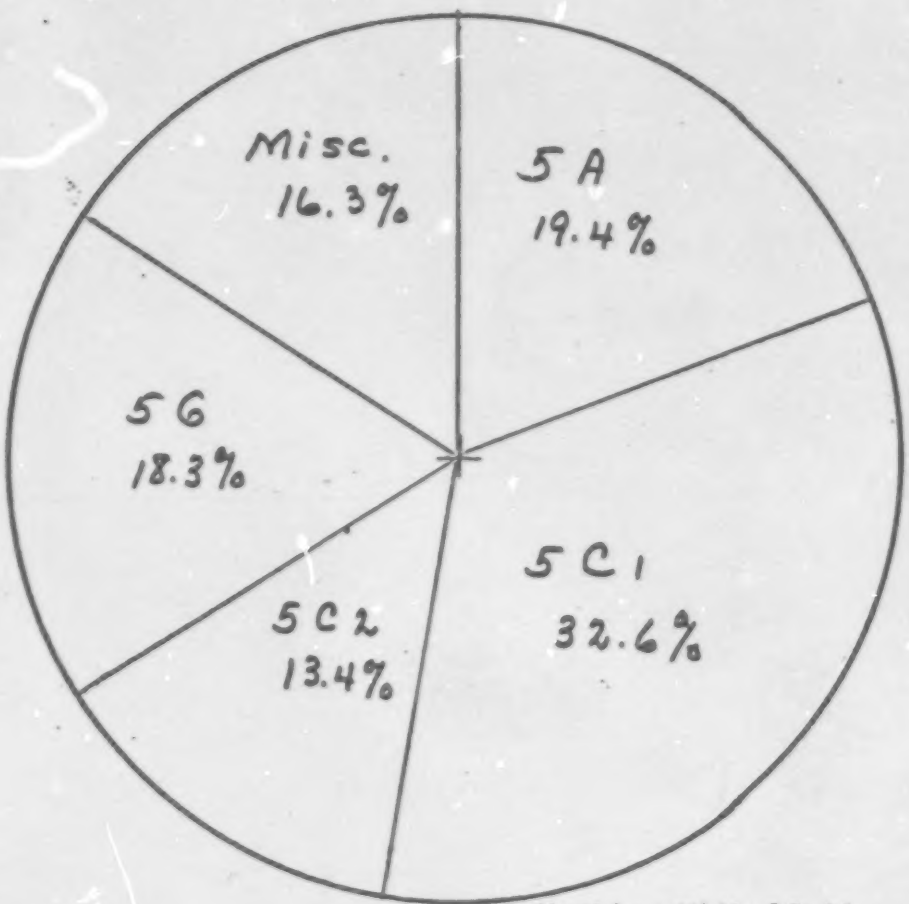
TASK CODE

I Seeing Students Individually
II Seeing Students in Groups
III Testing
IV Conferences with Parents
V Working with Staff
VI Working with Records
VII Other

School High School

Counselor Code 4

Counselor/Student Ratio - 1:250



Working With Staff

5A Arranging and/or participating in conferences

5C1 Conferences about a particular student-school related problems

5C2 -personal-emotional problems

5G Other

School High School

Counselor Code 4

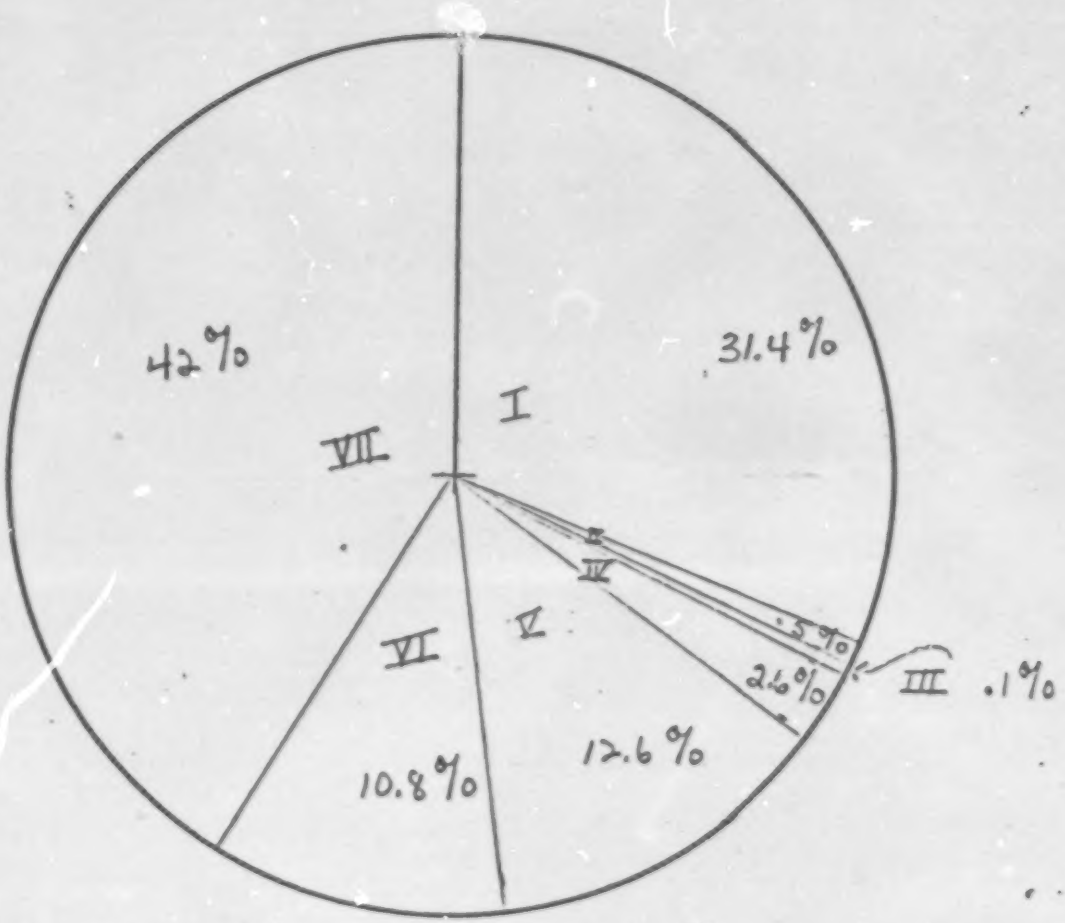
Counselor/Student Ratio - 1:250

OTHER ACTIVITIES
7J Attending meetings
7L

School HIGH

Counselor Code 5

Counselor/Student Ratio 1:250



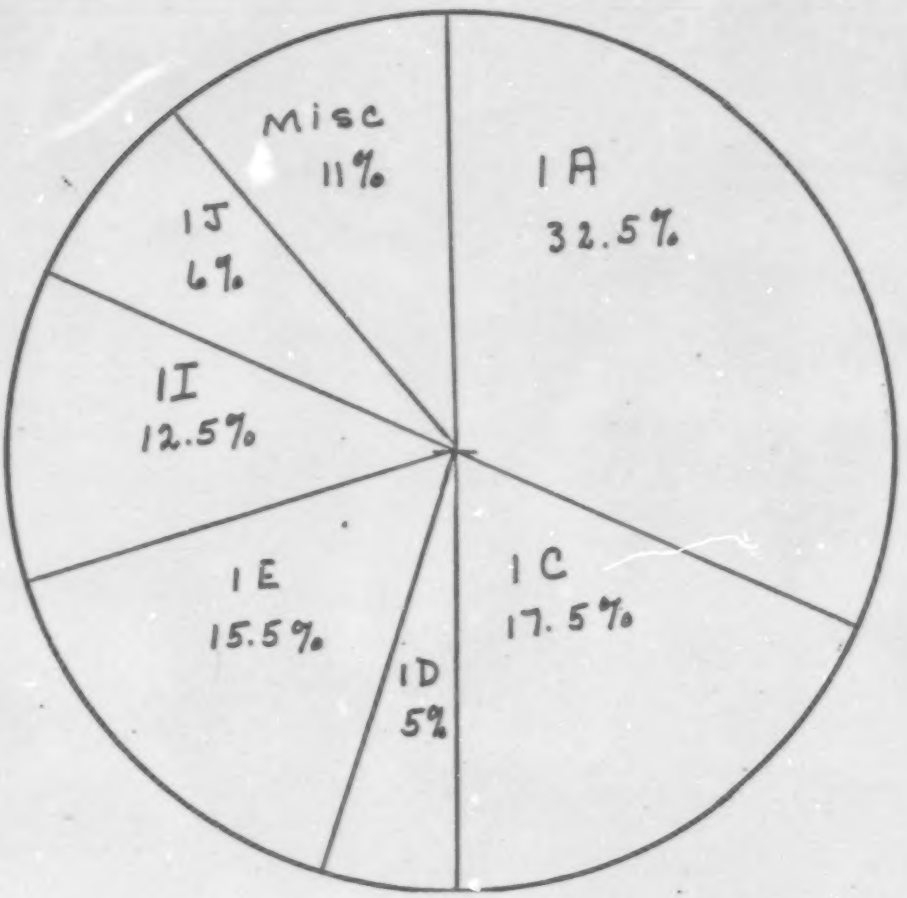
TASK MODE

I Seeing Students Individually
II Seeing Students in Groups
III Testing
IV Conferences with Parents
V Working with Staff
VI Working with Records
VII Other

School High

Counselor Code 5

Counselor/Student Ratio - 1:250



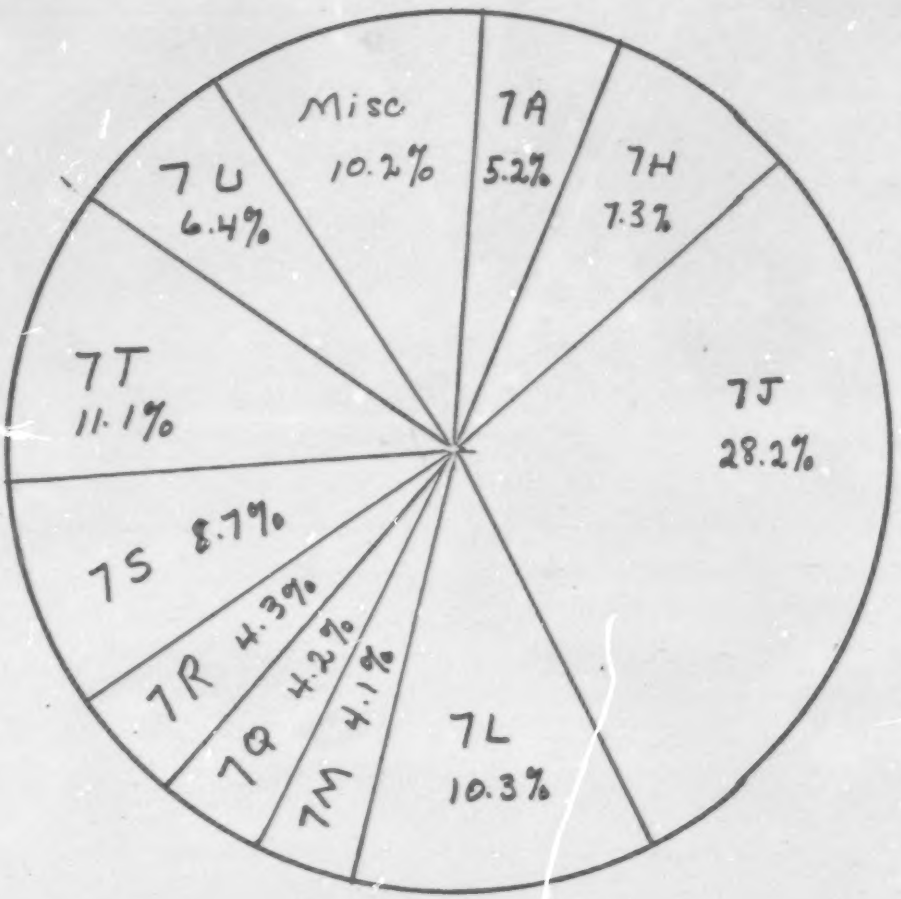
Seeing Students Individually

1A School-related problems
1C Personal-emotional problems
1D New pupil registration
1E Schedule adjustment
1I Other
1J Career Selection

School High

Counselor Code 5

Counselor/Student Ratio - 1:250



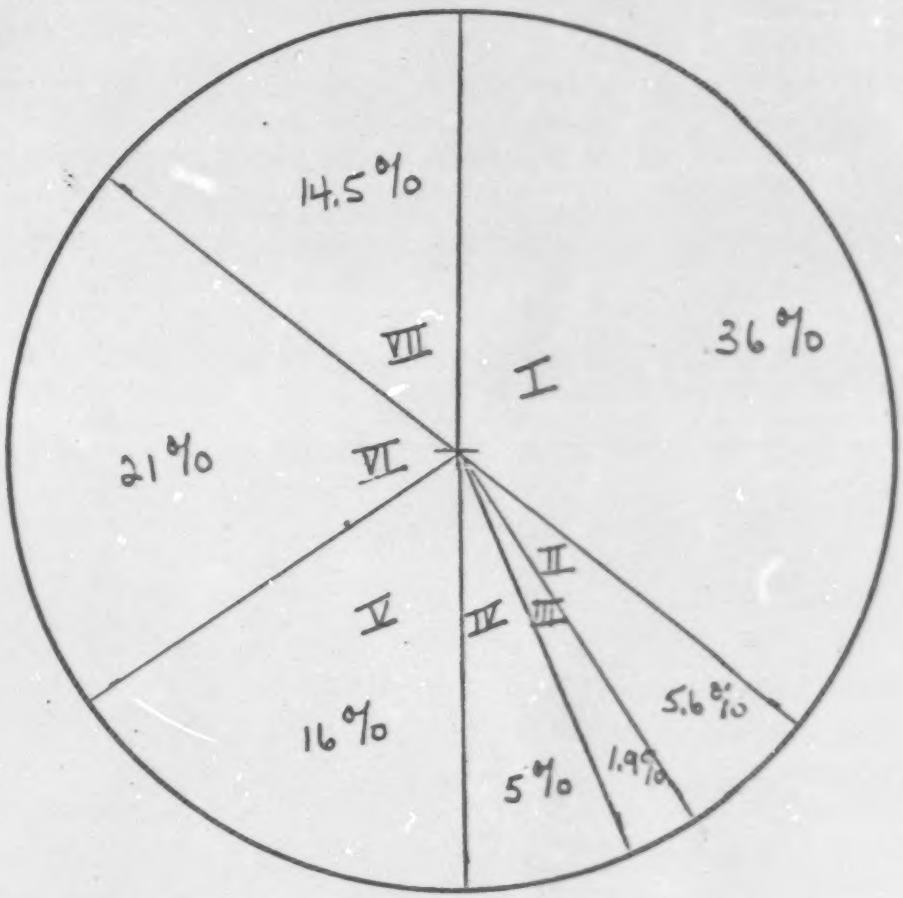
Other Activities

- 7A Conferring with pupil personnel workers about referrals
- 7H Conferring with college representatives and employers
- 7J Attending meetings
- 7L Lunch/coffee break
- 7M Favors
- 7Q Other
- 7R Junior Class Advisor
- 7S Ski Club
- 7T Funnel Committee
- 7U Career Committee

School HIGH

Counselor Code 6

Counselor/Student Ratio - 1:250



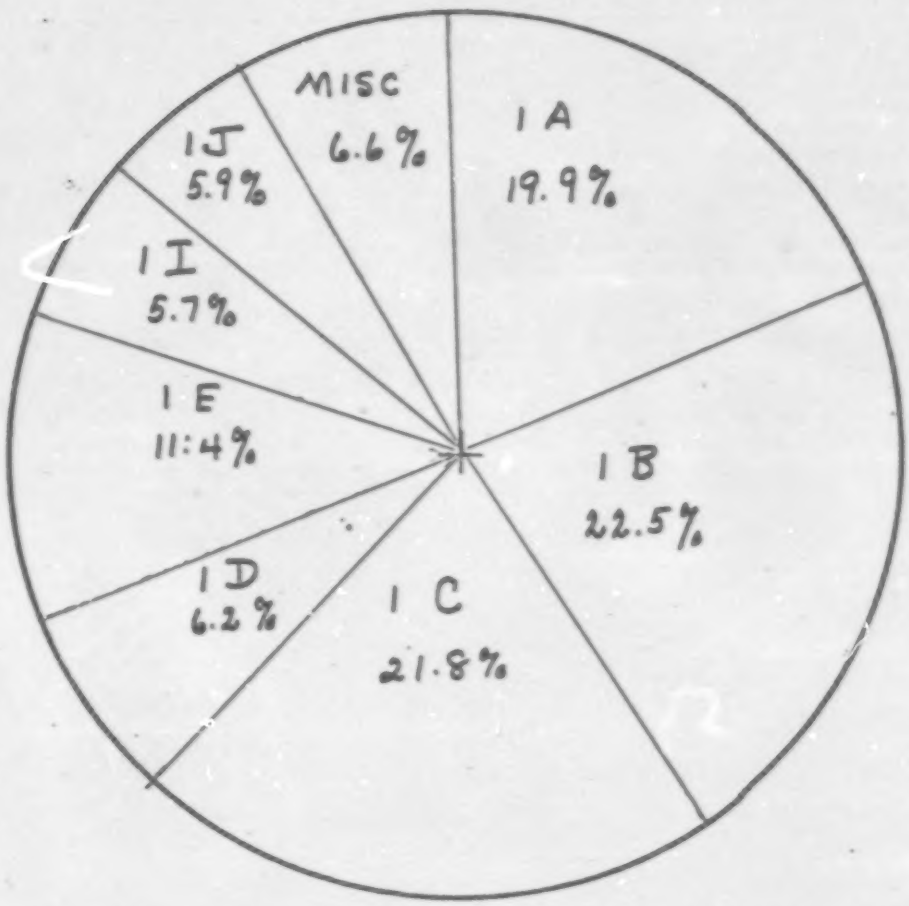
TASK CODE

I Seeing Students Individually
II Seeing Students in Groups
III Testing
IV Conferences with Parents
V Working with Staff
VI Working with Records
VII Other

School High School

Counselor Code 6

Counselor/Student Ratio - 1:250

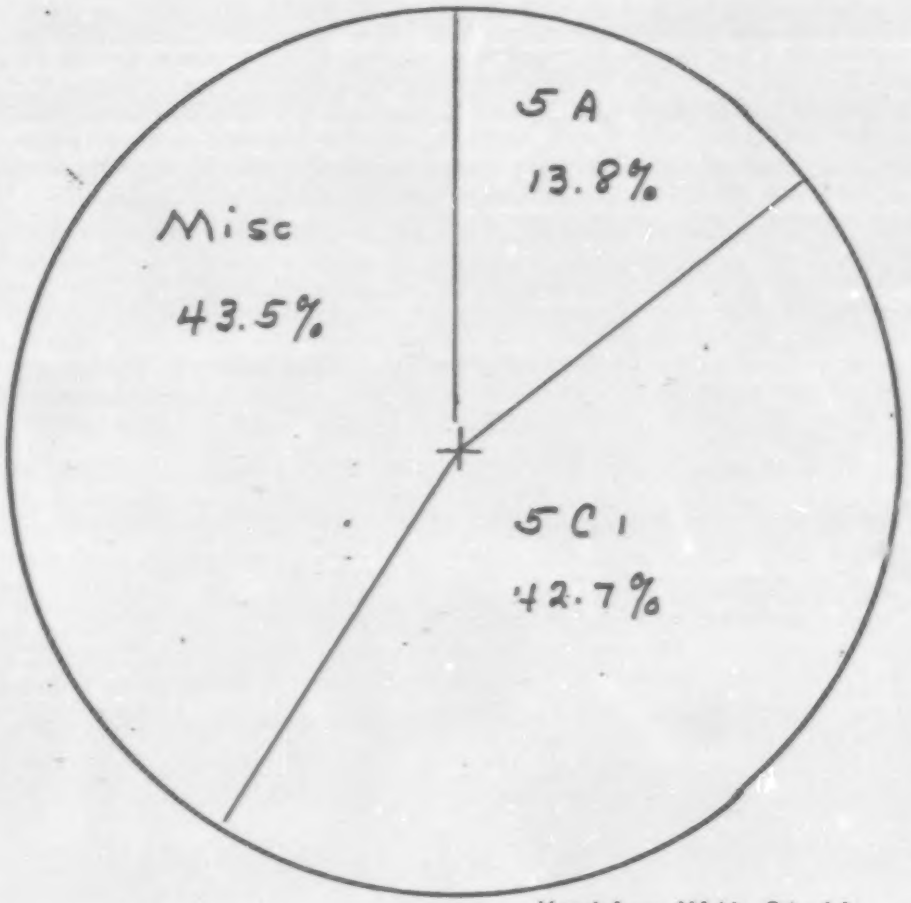


Seeing Students Individually
1A School-related problems
1B College selection
1C Personal-emotional problems
1D New Pupil Registration
1E Schedule adjustment
1I Other
1J Career selection

School High School

Counselor Code 6

Counselor/Student Ratio - 1:250



Working With Staff

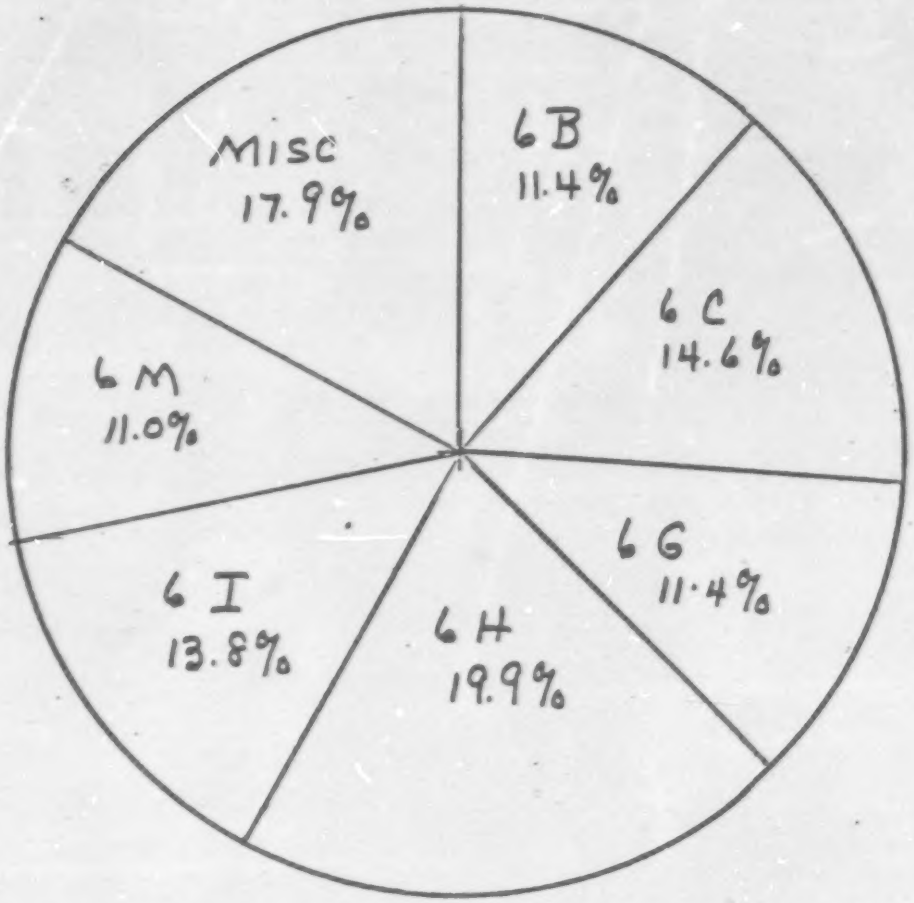
5A Arranging and/or participating in conferences

5C1 Conferences about a particular student-School related problems

School High School

Counselor Code 6

Counselor/Student Ratio - 1:250



6B Working With Records
6C Preparing recommendations
6G Preparing and requesting transcripts
6H Other
6I Task analysis activities
6M Mail

APPENDIX F

Appointment and Phone Frequency Distribution with Members of the School and Community

School Elementary

Counselor Code 1

PERSONNEL		TOTAL APPOINTMENTS*		TOTAL CALLS	
		Yes	No	Made	Received
A	Administrator	3	12	4	2
AP	Principal	38	61	15	17
CA	Community Agency	3	0	5	3
C	Counselor	22	2	14	12
DSS	Dir. Spec. Services	14	0	10	14
N	Nurse	3	29	2	0
P	Parent	22	17	16	35
PS	Psychiatrist	4	0	0	0
PE	Psych. Examiner	18	17	3	2
SW	Social Worker	28	10	7	15
S	Student	94	56	0	0
T	Teacher	90	136	8	2
Sup	Superintendent	1	6	0	1
Other					
Tutor		5	6	2	1
Speech and Hearing		7	6	0	0
Secretary		8	14	14	21
Learning Disability		21	13	0	0
Reading		15	10	0	0
Aides		1	4	0	0

* "Yes" indicates an appointment that was arranged before the recorded task. "No" indicates an unplanned contact.

School Middle School

Counselor Code 2

	PERSONNEL	TOTAL APPOINTMENTS*		TOTAL CALLS	
		Yes	No	Made	Received
A	Administrator	2	5	3	2
AP	Principal	7	26	6	3
CA	Community Agency	0	0	0	1
C	Counselor	33	19	52	33
DSS	Dir. Spec. Services	0	0	10	1
N	Nurse	0	1	1	1
P	Parent	27	16	35	52
PS	Psychiatrist	0	0	1	0
PE	Psych. Examiner	2	1	0	2
SW	Social Worker	0	0	23	12
S	Student	147	159	3	7
T	Teacher	78	72	15	5
Sup	Superintendent	3	4	6	1
Other					
Secretary		2	0	11	5
Tutor		0	0	3	1
Police		1	0	0	0
Personal		0	0	2	0
Human Relations Group		2	0	0	0
Laura Gile		0	1	2	0
Aide		1	0	0	0
Speech Therapist		0	1	0	0
Consultant		0	3	0	0
Learning Disability		0	0	5	2

* "Yes" indicates an appointment that was arranged before the recorded task.
"No" indicates an unplanned contact.

School Middle and High

Counselor Code 3

PERSONNEL	TOTAL APPOINTMENTS*		TOTAL CALLS	
	Yes	No	Made	Received
A Administrator	2	14	2	0
AP Principal	6	21	2	0
CA Community Agency	1	0	0	0
C Counselor	46	54	19	8
DSS Dir. Spec. Services	1	0	0	0
N Nurse	0	2	0	0
P Parent	8	1	52	13
PS Psychiatrist	0	1	0	0
PE Psych. Examiner	5	2	8	4
SW Social Worker	1	4	6	4
S Student	208	115	4	2
T Teacher	54	62	4	3
Sup Superintendent	2	0	0	0
Other				
Secretary	0	7	7	2
Tutor	2	6	3	2
Reading Consultant	0	4	0	0
Librarian	0	2	0	0

* "Yes" indicates an appointment that was arranged before the recorded task. "No" indicates an unplanned contact.

School High

Counselor Code 4

PERSONNEL	TOTAL APPOINTMENTS*		TOTAL CALLS	
	Yes	No	Made	Received
A Administrator	0	1	2	0
AP Principal	7	26	5	0
CA Community Agency	0	0	2	0
C Counselor	20	50	22	28
DSS Dir. Spec. Services	1	0	3	1
N Nurse	0	8	1	0
P Parent	7	6	10	26
PS Psychiatrist	0	1	3	1
PE Psych. Examiner	0	2	1	1
SW Social Worker	4	3	13	7
**S Student	148	133	8	7 (Total)
T Teacher	42	102	3	9
Sup Superintendent	0	1	1	5
Other	2		10	4
Learning Disability	3	0	1	3
Lawyer	0	0	1	0
Secretary	0	11	3	2
Representative	1	0	2	2
Doctor	0	0	1	0
Tutor	1	5	5	4
**S-12	44	47	3	1

*"Yes" indicates an appointment that was arranged before the recorded task.
"No" indicates an unplanned contact.

School High

Counselor Code 5

PERSONNEL		TOTAL APPOINTMENTS*		TOTAL CALLS	
		Yes	No	Made	Received
A	Administrator	0	0	0	0
AP	Principal	5	70	3	3
CA	Community Agency	5	3	12	5
C	Counselor	22	61	16	22
DSS	Dir. Spec. Services	6	0	16	13
N	Nurse	2	7	0	1
P	Parent	5	9	18	10
PS	Psychiatrist	0	0	0	0
PE	Psych. Examiner	1	3	4	4
SW	Social Worker	5	5	12	6
S	Student	148	498	4	5
T	Teacher	26	162	1	3
Sup	Superintendent	2	1	9	1
Other		0	29	18	12
Representatives		4	2	1	0

* "Yes" indicates an appointment that was arranged before the recorded task. "No" indicates an unplanned contact.

School High

Counselor Code 6

	PERSONNEL	TOTAL APPOINTMENTS*		TOTAL CALLS	
		Yes	No	Made	Received
A	Administrator	1	32	7	2
AP	Principal	0	0	0	0
CA	Community Agency	1	4	3	2
C	Counselor	11	40	10	3
DSS	Dir. Spec. Services	0	1	0	0
N	Nurse	0	20	0	0
P	Parent	2	8	9	17
PS	Psychiatrist	0	0	1	1
PE	Psych. Examiner	0	0	5	2
SW	Social Worker	1	3	5	3
**S	Student				
T	Teacher	18	126	2	0
Sup	Superintendent	0	0	0	0
	Other				
	College Representatives	11	6	23	5
	Reading Specialist	0	0	1	1
	Grade	1	8	0	2
	Secretary	0	6	0	1
	Tutor	0	1	0	0
**Ninth Grade		7	38	2	3
**Tenth Grade		34	91	0	2
**Eleventh Grade		44	112	2	4
**Twelfth Grade		75	282	0	2

* "Yes" indicates an appointment that was arranged before the recorded task. "No" indicates an unplanned contact.

APPENDIX G

Average Weekly Distribution of Time Allotted to Guidance Tasks by Elementary, Middle, and High School Guidance Departments

Concept of "Average Counselor Week"

This data is presented in terms of the average week for counselors during the eight week study. The actual amount of time devoted to these tasks averaged forty hours and forty-five minutes each week. While this data is helpful in providing a quick impression of the proportion of total time invested in each task, the data may be deceiving. A quick survey of counselor data summary sheets showed great variation in the amount of time spent on any one task from week to week. It was not uncommon to have a counselor spend several hours on a particular task only once or twice throughout the analysis period. The calculation of arithmetic averages leveled these peaks of activity and tends to imply to the reader a more predictable and stable counselor workday than is, in fact, the case.

TASK CODE	COUNSELORS			MIDDLE SCHOOL TOTAL	COUNSELORS			HIGH SCHOOL TOTAL	DEPT. TOTAL
	Elementary 1	Middle School 2	3		High School 4	5	6		
			79+53=132						
1A	1:18	1:28	2:12	2:47	2:00	4:11	2:37	9:41	13:46
1B	:06	:04	-	:04	2:35	:26	2:58	5:59	6:09
			42+28=70						
1C	:45	1:49	1:10	2:31	1:31	2:20	:49	5:08	8:24
			28+18=46						
1D	:02	1:06	:46	1:34	:52	:40	1:29	3:19	4:55
			68+45=113						
1E	-	:58	1:53	2:06	1:54	1:59	2:51	7:29	9:35
			33+22=55						
1F	:03	:03	:55	:36	-	:23	:22	1:07	1:46
			12+8=20						
1G	:02	-	:20	:12	:13	:07	:24	:52	1:06
1H	-	:18	-	:18	-	:06	:02	:08	:26
			29+19=48						
1I	:07	1:16	:48	1:45	:16	1:38	:40	2:53	4:45
			1+1=2						
1J	-	:04	:02	:05	:07	:48	:47	1:43	1:48
			2+1=3						
1K	-	:08	:03	:10	:01	:28	:05	:35	:45
1L	-	:12	-	:12	-	-	-	-	:12
			14+9=23						
2A1	:06	:04	:23	:18	:13	:10	:09	:41	1:05
2A2	-	-	-	-	:15	-	:10	:25	:25
			25+17=42						
2A3	-	:06	:42	:31	:31	-	1:01	1:49	2:20
2A4	-	-	-	-	-	-	:01	:01	:01
2A5	:17	:04	-	:04	:06	-	:26	:32	:53

TASK CODE	COUNSELORS			MIDDLE SCHOOL TOTAL	COUNSELORS			HIGH SCHOOL TOTAL	DEPT. TOTAL
	Elementary 1	Middle School 2	3		High School 4	5	6		
2A6	-	-	-	-	-	-	-	-	-
2A7	:02	:03	9+6=15 :15	:12	-	-	-	:06	:20
2A8	-	:04	11+7=18 :18	:15	:01	-	:09	:17	:32
2A9	:34	2:11	-	2:11	-	-	-	-	2:45
2B1	-	-	-	-	-	-	:02	:02	:02
2B2	-	-	-	-	-	-	-	-	-
2B3	-	-	-	-	-	-	-	-	-
2B4	3:31	:16	-	:16	-	-	-	-	3:47
2C1	:03	-	-	-	-	-	-	-	:03
2C2	-	-	-	-	-	-	-	-	-
2C3	-	-	-	-	-	-	-	-	-
3A	1:03	:01	18+12=30 :30	:19	:45	-	:31	1:28	2:50
3B	-	-	-	-	-	-	-	-	-
3C	-	:04	-	:04	-	-	-	-	:04
3D	:03	-	-	-	:22	-	:02	:24	:27
3E	-	-	1+1=2 :02	:01	:08	-	-	:09	:10
3F	-	-	-	-	-	:01	:08	:09	:09

TASK CODE	COUNSELORS			MIDDLE SCHOOL TOTAL	COUNSELORS			HIGH SCHOOL TOTAL	DEPT. TOTAL
	Elementary 1	Middle School 2	3		High School 4	5	6		
3G	-	-	-	-	-	-	-	-	-
3H	:08	-	7+5=12 :12	:07	-	:01	-	:06	:21
3I	-	-	5+3=8 :08	:05	-	-	-	:03	:08
4A	1:28	1:03	40+26=66 1:06	1:43	:39	:48	:49	2:42	5:53
4B	:01	-	-	-	:20	:07	:16	:43	:44
4C	:02	:14	3+1=4 :04	:17	:02	:04	-	:07	:26
4D	:36	:23	8+6=14 :14	:31	:29	:03	:19	:57	2:04
4E	-	-	-	-	-	-	-	-	-
4F	:11	:49	-	:49	:05	:01	:15	:21	1:21
4G	:01	:18	11+8=19 :19	:20	:03	:01	-	:12	:42
4H	:08	:05	7+4=11 :11	:12	:01	-	:04	:09	:29
4I	:03	-	2+1=3 :03	:02	-	-	-	:01	:06
4J	-	:11	3+1=4 :04	:14	-	-	:04	:05	:19
4K	:03	:31	-	:31	-	-	-	-	:34
4L	:04	:03	-	:03	-	-	-	-	:07
5A	4:55	1:13	22+15=37 :37	1:35	2:25	:48	:49	4:17	10:47
5B	2:14	:45	20+14=34 :34	1:05	1:09	:32	:14	2:09	5:28

TASK CODE	COUNSELORS			MIDDLE SCHOOL TOTAL	COUNSELORS			HIGH SCHOOL TOTAL	DEPT. TOTAL
	Elementary 1	Middle School 2	3		High School 4	5	6		
5C1	2:29	3:36	37+24=61 1:01	4:13	4:04	2:01	2:30	8:59	15:41
5C2	1:31	1:33	5+3=8 :08	1:38	1:41	:25	:24	2:33	5:42
5C3	1:03	1:37	4+3=7 :07	1:41	:01	:33	:17	:54	3:38
5C4	:22	:14	-	:14	:05	:05	:04	:14	:50
5C5	:31	:04	-	:04	-	-	:02	:02	:37
5C6	:30	:08	-	:08	-	:08	:02	:10	:48
5D	:47	:50	8+5=13 :13	:58	-	:09	:08	:22	2:07
5E	:44	:11	-	:11	:04	-	:03	:07	1:02
5F	:28	:33	16+10=26 :26	:49	:34	:25	:09	1:18	2:35
5G	1:12	1:15	22+15=37 :37	1:37	2:17	:10	1:09	3:51	6:40
5H	-	-	-	-	-	-	-	-	-
5I	:20	-	-	-	-	-	-	-	:20
5J	-	-	-	-	:09	-	-	:09	:09
6A	:58	:37	1+1=2 :02	:38	:04	:01	:04	:10	1:46
6B	:14	:13	6+4=10 :10	:19	:19	:01	:53	1:17	1:50
6C	:03	:38	26+17=43 :43	1:04	:46	:21	1:06	2:30	3:37
6D	-	-	-	-	:12	:25	:33	1:10	1:10

TASK CODE	COUNSELORS			MIDDLE SCHOOL TOTAL	COUNSELORS			HIGH SCHOOL TOTAL	DEPT. TOTAL
	Elementary 1	Middle School 2	3		High School 4	5	6		
6E	:17	-	11+8=19 :19	:11	-	:03	:09	:20	:48
6F	-	:29	14+10=24 :24	:43	:09	:33	:30	1:22	2:05
6G	:19	:49	41+28=69 1:09	1:30	:26	:09	:53	1:56	3:45
6H	1:19	2:37	37+25=62 1:02	3:14	1:04	1:26	1:33	4:28	9:01
6I	:25	:37	31+20=51 :51	1:08	:44	:19	1:04	2:27	4:00
6J	:28	:18	62+41=103 1:43	1:20	-	:16	-	:57	2:45
6K	:20	:13	2+1=3 :03	:15	-	:10	:04	:15	:50
6L	-	:03	-	:03	:03	:10	:03	:16	:19
6M	-	-	26+17=43 :43	:26	:18	:38	:51	2:04	2:30
7A	:16	1:09	6+4=10 :10	1:15	:06	:55	:03	1:08	2:39
7B	:14	-	14+9=23 :23	:14	:03	:01	-	:13	:41
7C	-	-	8+5=13 :13	:08	:25	:06	:23	:59	1:07
7D	:11	:01	-	:01	-	:14	:05	:19	:31
7E	:07	-	7+4=11 :11	:07	-	:01	-	:05	:19
7F	:06	:01	-	:01	-	:03	:04	:07	:14
7G	-	-	2+1=3 :03	:02	:01	:03	:20	:25	:27
7H	-	-	2+1=3 :03	:02	:16	1:17	1:49	3:23	3:25

TASK CODE	COUNSELORS			MIDDLE SCHOOL TOTAL	COUNSELORS			HIGH SCHOOL TOTAL	DEPT. TOTAL
	Elementary 1	Middle School 2	3		High School 4	5	6		
7I	:04	:02	12+8=20 :20	:14	-	:11	:06	:25	:43
7J	4:56	1:28	156+104=260 4:20	4:04	5:38	4:46	:44	12:52	21:52
7K	:45	-	11+8=19 :19	:11	-	-	:01	:09	1:05
7L	:38	:47	99+66=165 2:45	2:26	2:06	1:47	1:49	6:48	9:52
7M	:16	:05	6+4=10 :10	:11	:01	:40	:09	:54	1:21
7N	:01	-	20+13=33 :33	:20	:23	:35	-	1:11	1:32
7O	:18	:02	73+48=121 2:01	1:15	:04	:22	:13	1:27	3:00
7P	1:38	:14	35+24=59 :59	:49	:01	:27	-	:52	3:19
7Q	:06	:56	19+13=32 :32	1:15	:13	:46	:13	1:25	2:46
7R	-	-	-	-	-	:47	-	:47	:47
7S	-	-	-	-	-	1:32	-	1:32	1:32
7T	-	-	-	-	-	1:58	-	1:58	1:58
7V	--	-	-	-	-	1:07	-	1:07	1:07